

## Fern Hill Primary School

### March 21 Reopening Protocol and Control Measures



**This document identifies sensible measures to control and reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure.**

School will be **fully** reopening to all year groups full time on March 8th 2021.

Attendance is **mandatory** and all pupils who are of compulsory school age must attend school once it reopens in September unless statutory reasons apply and therefore the school's normally attendance policy will apply.

**Class 'groups' will return to up to 30 pupils per class**, but each class group will be required to minimise contact and maximise distance from other groups throughout the day, so far as is reasonably practical, to minimise the risk of transmission of Covid-19.

Wraparound care will reopen from 8th March. Refer to Annex 1 for protocols and procedures.

After school clubs will not run on site during the Spring Term. There are plans to offer afterschool clubs in the summer term

Our planning is underpinned by the Department for Education's advice on effective infection protection and control which states the following:

*There are important actions that children and young people, their parents and those who work with them can take during the coronavirus outbreak, to help prevent the spread of the virus.*

*In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:*

- minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges*
- cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered*
- ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach*
- cleaning frequently touched surfaces often using standard products, such as detergents and bleach*
- minimising contact between individuals and maximise distancing wherever possible*
- where necessary, wear PPE equipment*
- engage with the NHS track and trace process*
- manage confirm cases of Covid-19 amongst the school community*
- contain any outbreak by following local health protection team advice*

**It is important to understand that as a school we will do everything that we can to minimise risk, but we are unable to enforce or guarantee social distancing between pupils and adults within the class groups.**

**Below is an overview of the key considerations that have been planned for to ensure fully re-opening the school is as safe as possible and minimises the risk of transmission for adults and children in school.**

### School Operations:

#### **1. Preparation time required for full reopening**

##### *a. Re-organisation of the school site*

Following partial re-opening in June, additional time will be required to prepare the school environment to accommodate **all** children returning, including significant re-organisation of furniture and resources.

##### *b. Re-establishing the Staff Team*

The majority of staff teams have been working remotely since March with no directed CPD to protect workload. With 5 new teachers joining the team, additional time will be required to prepare for September to consider effective transition following an extended period of school closure.

#### **2. Staffing requirements and personnel on site**

A full staff team will be required to work school, but some members of the team may be unable to work in their usual capacity due to being vulnerable.

#### **3. Movement around the school site**

The principles of 'minimising contact and maximising distance' to reduce transmission must be adhered to. **All adults must wear a mask when moving around the school.**

#### **4 Hygiene Considerations**

Spaces within school will need routine cleaning and will require all staff to maintain high levels of hygiene

#### **5. Outdoor play (break and lunch)**

It is important that children have break and lunchtime outside whilst minimising contact with any other groups

#### **6. Lunchtime**

Children still require lunch and this needs to be done in the safest way possible

#### **7. Supporting medical needs of children**

An effective system of administering medication and first aid needs to be retained whilst minimising contact.

#### **8. Fire Evacuation**

Safe and effective evacuation of the school building must be planned for whilst minimising contact between class groups.

### Curriculum, Behaviour and Pastoral Care:

#### **9. Re-establishing routines/expectations**

Be mindful of the change of routine. Children have had very different experiences and expectations at home for a significant length of time.

#### **10. Curriculum**

The full curriculum offer will be taught, but must be adjusted to respond to the impact of school closure.

#### **11. Learning opportunities for those children unable to attend school**

Some children will still not be attending due to health reasons; the school must provide support so that these pupils continue to make progress

#### **12. Pupil Wellbeing**

Be mindful and prepared for any bereavement in the community or triggers for families.

Children have spent a long period of time at home and some will not want to be parted from their family

Children may need supporting re-establishing friendships and managing effective social interactions

#### **13. Special Needs**

Careful consideration will be needed for those pupils who return with SEND needs, particularly in terms ensuring that effective support structures are in place.

#### **14. Monitoring and Reviewing Risks**

The school is required to monitor that the protocols set out in this document are effective, working as planned and updated appropriately in response to issues identified and changes in public health advice

### 15. Contingency: Requirement for remote learning

It is a DfE requirement that the school continues to provide a broad and balanced curriculum, remotely in the case of class group closure or local lockdown, so that the pupils continue to make good progress in mastering the curriculum.

## School Operations

Considerations	Actions
<p><b><u>1. Preparation time required for full reopening</u></b>  <b>Re-organisation of the school site</b>  <b>Following lockdown, additional time will be required to prepare the school environment to accommodate all children returning.</b></p>	<p>Class organisation and extensive whole school site preparation for reopening will take place during the week beginning 1st March.</p>
<p><b><u>2. Staffing requirements and personnel on site</u></b>  <b>A full staff team will be required to work school, but some members of the team may be unable to work in their usual capacity due to being vulnerable.</b></p>	<p>With full school re-opening, all staff are expected to work in school from March 8th for their usual contracted hours.</p> <p>For staff who are clinically vulnerable, individual risk assessments will be completed to establish what the safest possible working option will be, including finding ways to either enable them to work remotely where possible or having flexibility in their role to be able to work in school whilst maintaining social distancing. Actions to minimise risk are laid out in this document.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable, meaning that PPA cover and specialist teaching can resume from March 8th.</p> <p>Teaching staff that move between class groups should try to keep their distance from other staff working in these groups as much as they can, ideally 2 metres. It will not be possible to keep this distance from pupils when providing a full educational offer and therefore, the following hygiene procedures should always be followed to minimise risk:</p> <ul style="list-style-type: none"> <li>● washing hands before and after moving between class groups</li> <li>● minimise close contact (within 1 metre) for prolonged periods of time</li> <li>● avoiding close face to face with pupils (Sitting side by side when providing support rather than face to face)</li> <li>● minimising human contact (touch)</li> </ul> <p><b>Lunchtime and Playtime Duty</b>  Each class group will be allocated a member of staff to supervise during playtimes and lunchtimes. As these will be staggered, additional duties will be required meaning that all members of staff may be asked to complete a number of duties across the week.</p> <p><b>Non-Teaching Staff</b>  Non-class based staff need to be very aware that they must not routinely come into <b>close</b> contact with groups of children as they could be unknowingly spreading the virus between groups. <b>If staff are required to move across different class groups to fulfil their role, they must always maximise the distance between themselves and any pupils and wear a mask. Staff should avoid unnecessary movement around the school and should communicate via phone or email wherever possible. If movement is necessary, staff should not enter rooms that they are not usually based in and remain in doorways only.</b></p> <p>Staff may continue to be asked to fulfil roles beyond what they are used to such as supervising break duties. This will include taking a shared responsibility for cleaning surfaces within the areas they use throughout the day.</p>

There will also be a continued requirement to be very flexible as a staff body to support with staff absence due to sickness and the potential closure of class groups or local lockdown.

#### **Staff Absence**

In the event of staff absence, any member of support staff may be called upon to provide cover to lessen the requirement to rely on external supply teachers entering the school site. However, staff will not be expected to plan or prepare lessons and will lead class groups under the direction of teachers.

Supply teachers will only be used as a last resort if no other member of Fern Hill staff can be called upon. If used, they will be required to read and agree to this protocol.

#### **Visitors on Site**

Parents and volunteers are not permitted in school

No visitors will be allowed on site unless it is essential, such as visiting specialists to support vulnerable children and children with SEND and contractors. All visitors must wear face coverings when moving around the school site

#### **Specialist Teachers**

Peripatetic teachers will be used to deliver the curriculum as usual, but will be required to read and agree to the school protocols before entering the site. They must maximise distance from the children whilst working in different class groups. Their presence in different class groups will be logged by the school office to support the NHS trace and track process.

#### **Gatherings and Meetings**

There will be no large gatherings of more than one class group, meaning that there will be no assemblies for children during the Autumn Term. Any collective worship will be completed in classrooms.

Weekly staff meetings will be held in the school hall to allow for appropriate distancing between adults.

Year group leads and phase leads will be responsible for ensuring appropriate distancing between adults is maintained during any planning meetings and phase meetings.

PSA Meetings, Governor Meetings, Parent Council and any curriculum evenings will be held remotely during the spring term. If it is essential to hold a meeting on the premises, it should be held in the hall to ensure sufficient space.

### **3. Movement around the school site**

The principles of 'minimising contact and maximising distance' to reduce transmission must be adhered to.

We need to make plans to reduce the possibility of large groups of the school community gathering at any one time. Therefore, entering and exiting school pose potential problems, as does movement within school.

Our behaviours have to change so that we limit the potential risk to one another. The DfE acknowledges that schools may change the start and finish times or introduce processes for drop-off and collection arrangements.

The DfE guidance does not make reference to children socially distancing themselves from one another.

This is in acknowledgement that it is impossible to do so. However, we must try to reduce contact as much as physically possible.

### **Arrival and Departures**

Staggered arrival and departure times will continue from September.

These are the only times parents should be on site.

Only one parent will be permitted on the school site.

Parents are to be encouraged to walk their child to school where possible.

Children in Year 5 and 6 should be encouraged to enter the school site without parent supervision and walk to their class meeting point independently.

Parents of children in Year 3 and Year 4 are to drop their children off at the black gates outside the main entrance

If Year 6 children are travelling to and from school without an adult, parents are responsible for ensuring that their children social distance on their journey to school.

Staggered start times will help enforce social distance rules on the school site.

Parents should be aware of the high foot traffic along Richmond Road and the approach to the school and be responsible for minimising the risk of contact as they access the school site.

	Arrival Times	Departure Times
<b>Year 6</b>	8:40am	3:25pm
<b>Year 5</b>	8:45am	3:25pm
<b>Year 4</b>	8:50am	3:15pm
<b>Year 3</b>	8:55am	3:20pm
<b>Year 2</b>	9:00am	3:05pm
<b>Year 1</b>	9:05am	3:10pm
<b>Reception</b>	9:05am	3:00pm
<b>Nursery AM</b>	8:45am	11:45am
<b>Nursery PM</b>	12:25pm	3:25pm

Registers will close 10 minutes after arrival times and children will be registered as late.

All 8 external entry and exit points to the school will be used for pick up and drop off to minimise congestion.

A one-way system through entrance gates onto the school site will be in place.

Adults assigned to each class group will be waiting on arrival to greet children at their assigned spot. Children will line up with their assigned adult as soon as they arrive and will not be free to use the playground.

If lateness is unavoidable due to unforeseen circumstances and a pupil has missed their drop off slot, parents should wait with their child off the school site until 9:15am until other year group drop off congestion has cleared and then bring their child to the main entrance and ring the intercom where a member of staff will meet the child and take them to their classroom whilst adhering to social distancing rules

unless there is an earlier break in the foot traffic. A member of staff will be stationed by the main entrance to direct any children who may be late.

In the instance that parents have children in more than one year group, parents may wait with their children in the playground, strictly following social distancing from other parents and children.

Parents will be asked to drop off and leave the site immediately, rather than remain on school grounds.

The school day will end at different times for each year group. Children will be dismissed at the same place as they arrive to school.

Whilst parents are waiting to collect, social distancing must be adhered to.

#### **Communication**

Teachers will not be available to engage in face to face conversations with parents unless it is absolutely essential. Teachers must commit their time to ensuring that all children safely leave their care.

Parents can contact teachers through the school office phone number or email, if they have queries about the day or they can call to make a phone appointment.

The school office reception area will be closed for parents and parents should not enter any part of the school at any point .

Parents should call or email the office with any queries they have.

If parents need to speak face-to-face with the office team urgently, then parents need to call the intercom outside the office and wait outside for a response via the intercom system. The main entrance door will be locked by the site managers after the last drop off slot.

Deliveries will be dropped off at the main school reception door and collected by office staff

#### **Moving around the school:**

Children will move around school in their class groups and not mix with other children. Class groups should be supervised by an adult at all times when moving around the school.

A one-way system wherever possible will be established around the corridors in school when children are moving around the school as a group to significantly minimise contact between different groups of children.

Where available, outside doors to classrooms will be used to enter and exit the classrooms when class groups need to travel around school e.g. at breaktimes and lunchtimes to minimise corridor use.

A timetable has been planned to ensure that class groups can be separated throughout the day, including at break and lunchtimes.

Shared communal spaces will be out of use unless specifically timetabled to ensure 48 hours or sufficient cleaning between different class group use. Where shared areas are used, such as break out space for intervention, the areas will be cleaned between different class group use.

Children will remain in the same classroom and seat throughout the day, and on consecutive days. Carpet spaces will not be used. The nature of the Year 1 and EYFS provision will not allow for this; however, the area of carpet space in the classrooms will be increased to allow for pupils to space out.

	<p>Staff must social distance at all times whilst in school with any other adults not working in their own class group or usual working space.</p> <p>The use of the staffroom must be minimised. It will remain open to adults; however, strict social distancing must be in place and it is advised that adults use classrooms or outside space to eat lunch.</p> <p>It is important for staff wellbeing that colleagues interact and this is encouraged, but social distancing measures must be adhered too otherwise multiple class groups could be at risk of infection should anyone present with symptoms. As break times and lunchtimes are staggered, this will help to minimise congestion.</p> <p>A second staff room area will be also established in the Rainbow Room with kitchen equipment to further support this. Year 6 staff will use Maple room as a staffroom</p>
<p><b><u>4. Hygiene Considerations</u></b></p> <p><b>In order to contain the virus, a strict cleaning regime needs to be in place. The government has provided very specific guidance about what we should be doing to effectively clean spaces in school.</b></p> <p><b>Staff will have to fulfil roles beyond what they are used to and take on a shared responsibility for cleaning surfaces within the classroom areas they are used throughout the day.</b></p> <p><b>Handwashing protocols are to be strictly followed and ‘catch it, kill it, bin it’ is to be promoted. Children are to be encouraged not to touch their mouth, eyes and nose.</b></p>	<p><b><u>Cleaning</u></b> Cleaning will be increased to 3 times a day with extended hours at the end of the school day.</p> <p>At various intervals, adults will disinfect and clean tables, door handles and equipment in the areas that they are working in. Each class will have their own allotted set of classroom cleaning equipment that will be stored safely within the classrooms.</p> <p><b><u>Classroom Layout</u></b> Classrooms should be cleared of all clutter and unnecessary furniture to maximise space and minimise unnecessary contact with resources that may then require cleaning.</p> <p>From year 2 upwards, pupils should sit side by side facing forward, rather than face to face in classrooms.</p> <p>The nature of the EYFS provision and Year 1 transition curriculum will not allow for forward-facing furniture.</p> <p><b><u>Equipment and Resources</u></b> Resources may be shared between all members of the class group.</p> <p>Teachers are free to plan lessons that require shared practical resources such as art materials, globes, atlases etc. if they wipe resources before and after use and they are used by the same children during the day.</p> <p>Staff and children should wash hands before and after handling any shared equipment too.</p> <p>The children will still be able to use chromebooks once they have been wiped down after every use.</p> <p>Children will keep any stationery that is used regularly in their own pencil cases on their desks to minimise the sharing of resources. Children will be asked to bring these in from home. They should be small and clear.</p> <p>Staff should consider how to minimise the use of photocopied resources as use of the photocopier could become a pinch point as staff wait to be able to use it. If photocopying is required, staff should use hand sanitiser before and after.</p> <p>Staff should wash or sanitise hands after handling children’s exercise books.</p> <p><b><u>Handwashing</u></b></p>

Adults and children are to wash or sanitise their hands on entry to school, before break time, after break, before lunch, after lunch, before leaving school, and anytime that they visit the toilet or cough/sneeze into their hands.

Hand sanitisers are to be made available in each classroom and at other key points around the school, including at all entry points to the school, the dining hall, staffroom, by the school intercom and by photocopiers.

Where children are struggling to wash independently, they may receive support assuming the adult supporting is also washing their hands.

#### **Respiratory Hygiene**

All rooms will be well-ventilated therefore doors should remain open. The site manager will ventilate rooms as part of the daily unlocking of the school each morning. This measure will also significantly reduce the use of door handles.

Tissues must be binned straight after use and hands washed immediately. Bins will be emptied regularly. .

#### **Toilets**

Children should be allowed to go to the toilet as they would do on a normal school day. However, staff need to be very aware of how many other children are also using the toilet and only 1 member of each class group will be allowed to leave the classroom to use the toilet at any one time. Staff must ensure that children wash/sanitise their hands afterwards when they return to the classroom.

There will be a restricted number of pupils allowed in the toilets at any one time. Additional hygiene signs will be displayed in all toilets to remind children about staying safe

Specific toilets have been assigned to class groups to minimise the mixing of larger groups of children. Children must only use the toilets that have been assigned to them.

Toilets	Year Group
Outside KS2 Toilets	Year 6
Toilets opposite the Hall x 2	Year 5
Toilets opposite the Hall x 2	Year 4
Main KS2 Corridor Toilets	Year 2
Year 3 and 4 Corridor Toilets	Year 3
KS1 Toilets	Year 1 and Reception

#### **Shared Rooms**

Rooms or areas where shared furniture if used, will be cleaned in between use or be timetabled so that it is unused for at least 48 hours.

Nursery will be cleaned by premises staff between AM and PM sessions. Lunch will only be offered to full time children to minimise the number of children in the Nursery to allow for cleaning between sessions

#### **Uniform**

Government advises that there is no additional need for clothes washing after a day in an educational setting.

If children or staff wear face masks on the journey to and from school, children must not touch the front of their face covering during use or when removing them. When removing face masks, hands must be washed immediately. Masks should then either be disposed of in a covered bin or placed in a plastic bag to be taken home.

It is recommended that children do not wear face coverings in school. If children are required to wear a mask, parents will be responsible for ensuring that their child understands and follows the following guidance:

Face masks must:

- cover both nose and mouth
- not be allowed to dangle around the neck
- not be touched once put on, except when carefully removed before disposal
- be changed when they become moist or damaged
- be worn once and then discarded-hands must be cleaned after disposal

**Cleaning in the event of a positive case of coronavirus**

If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines outlined within this document:

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

### **5. Outdoor Play (break and lunch)**

**Children are to be encouraged to play outdoors as the transmission of the virus is reduced in outdoor spaces.**

**However, we need to reduce the risk of contact between groups of children.**

### **Timings**

Playtimes and lunchtimes will be staggered and located in different areas across the school to provide enough space and minimise contact between class groups.

**Break Time 1: 10:05-10:25am      Year 1 and 2**

**Break Time 2: 10:30-10:50am      Year 4 and 6**

**Break Time 3: 10:55- 11:15am      Year 3 and 5**

**3 spaces will be used for playtimes, each of which will be separated into 3 sections:**

1. KS1 playground
2. Lower KS2 Playground
3. Upper KS2 Playground

Additional staff will be expected to cover break duties across the week.

A snacktime/brain break, in the classrooms, will need to be planned for to break up the sessions as the timetable will run as a longer am session or pm session

Nursery and Reception can use their outdoor spaces. These will be divided off to prevent mixing of class groups.

Each class group has been allocated a space in the playground so that they don't come into contact with other children from different class groups when outside. There will be 4 key play areas: the top KS2 playground, bottom KS2 playground, the Secret Garden and the KS1 playground.

All playground Climbing and Gym equipment can be used by the class timetabled to use the area. These areas will be rotated on a weekly basis

Each class group will be given their own box of labelled/colour coded play equipment to use when outside. The adults leading the class groups will be responsible for ensuring only children from the class group use this equipment and that it is kept clean each day if necessary.

They will use different entrances and exits to avoid any congestion.

### **Play**

Children will not be able to play contact games or sports during break times or lunchtimes.

## 6. Lunchtimes

We are still required to ensure that our children are fed adequately throughout the school day but also to reduce risk of infection, therefore we need to manage this time carefully so that it is not a 'pinch-point'.

## Lunchtimes

Lunchtimes will be held in 3 sittings:

**Lunchtime 1: 11:15-12:15:** EYFS and Year 1 (6 Class Groups)

**Lunchtime 2: 12:00-1:00:** Year 2, Year 4 and 6 (9 Class Groups)

**Lunchtime 3:12:30-1:30 :** Year 3 and 5 (6 Class Groups)

Children will have the option to order a school lunch or bring in a packed lunch as usual.

Children should bring their own packed lunches if they normally do.

Kitchen staff always maintain the highest levels of hygiene at all times and this will continue, following the guidance for food businesses on coronavirus:

<https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19>

See link below with regards to rotas and timetabling

	Year 2	Year 5	Year 6
Class 1	11:30pm	12:15pm	1:00pm
Class 2	11:45pm	12:30pm	1:15pm
Class 3	12:00pm	12:45pm	1:30pm

The catering team will clean tables between each sitting.

Children will need to use their assigned toilet during lunchtimes too.

## **7.Supporting medical needs of children**

**We need to have a clear understanding of the medical needs of the children in our care. Children might be taught by teachers they are not used to which is why sharing medical information is increasingly important, as is protecting staff from those with symptoms of Covid-19.**

### **Medical Needs**

Where children have medical needs, we need to be very aware of them. Once groups are established, the office will produce a report that itemises the medical requirements of each group. This will be shared with the members of staff responsible for that group.

Following that, appropriate medicine and record-keeping will be placed in the correct classroom so that the child has appropriate access to their medication. If basic first-aid is required during lesson time, it should be administered in the classroom wherever possible and all classrooms will have a basic first aid kit to enable this. If this is not possible, children should be sent to the first aid area outside the school office where they will be treated.

If support is required to administer medication, then adults must wear a mask, gloves and disposable apron to further reduce the risk of spreading the virus, preceded by thorough hand-washing.

### **First Aid**

If first-aid is required during playtimes, first aid cabinets with all appropriate kit including protective coverings will be installed outside as part of a first aid station so that children can be treated outside if injuries are minor and it does not affect the supervision of the other children e.g. another member of staff can not temporarily oversee two class groups.

Where this is not possible, staff of duty should radio down to the office and children should be sent to the first aid area which will be located outside the office where a member of the office team will treat them.

### **If a child becomes unwell**

If a child in school becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space (meeting room) where they can be monitored and supported until they are collected by their parents or carers. There will also be a designated toilet assigned to children who fall ill.(disabled toilet) Once the child is collected, both spaces will be thoroughly cleaned by a member of staff wearing both gloves and a mask/visor.

The child should then be tested for coronavirus.

If the test is negative, the child could return to the setting assuming they are well enough and no longer have symptoms.

If the test is positive, the child must self isolate for 10 days from the onset of the symptoms and return to school only if they do not have symptoms other than cough or loss of sense of smell/taste.

All children and adults within that class group who feel that they were in contact should self-isolate for 10 days and not attend the setting.

If a case is confirmed, the school will contact the local health protection team who will carry out a risk assessment. It is the school duty to send home any person who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

### **Close contact means:**

Direct close contacts - face to face contact with an infected individual for any length of time, with 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 or 2 metres for more than 15 minutes) with an infected individual

Travelling in a small vehicle, like a car, with an infected person.

If the school has two or more confirmed cases within 14 days, or an overall rise in sickness absence where COVID-19 is suspected, we will continue to work with their health protection team who will be able to advise if additional action is required.

	<p>It is essential that you do not mix with other children and adults outside of your class group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.</p> <p>Parents are not to bring children into school if anyone living in the family home is showing signs of symptoms and must contact the school office to communicate this.</p>
<p><b><u>8. Re-establishing routines, including behaviour expectations</u></b></p> <p><b>For many, the re-establishment of routines will be difficult.</b></p> <p><b>This will not just be for school routines; it will also be for those basic daily life routines, such as sleep and getting up. We know that this is difficult and a source of anxiety at the beginning of every term, but this will be on a larger scale. We will need to allow a period of adjustment and be aware of the impact of trying to re-establish these routines for staff, parents and children. We will need to re-learn the rhythm of school life.</b></p>	<p><b><u>Transition</u></b></p> <p>It is important for the transition back to school that a routine and structure is put in place swiftly. However, some families and staff may find the transition a real challenge and it is important for the school to acknowledge this and offer help where needed.</p> <p><b><u>Routines</u></b></p> <p>Time will be built into the timetable when children return to help re-establish routines if required.</p> <p><b><u>Behaviour</u></b></p> <p>The school behaviour policy and protocols will remain in place. Any members of staff who may be called to support or follow up on behaviour must be mindful to avoid close contact with pupils.</p>
<p><b><u>8 Fire Evacuation</u></b></p> <p><b>Safe and effective evacuation of the school building must be planned for whilst minimising contact between class groups.</b></p>	<p>Class groups will be led from their classrooms via the usual fire exits.</p> <p>An updated class map has been displayed in each classroom and fire meeting points have been clearly labelled to signpost where class groups should meet.</p> <p>Staff will ensure that classes don't mix and that distancing is maintained as they lead out to their assembly points. (N - Y1 KS1 playground, Y2-6 KS2 playground)</p> <p>Class group registers will be taken by the class lead once the children are safely lined up.</p>

## 9. Curriculum

**There will be wide-ranging differences between the amount of work that children have been accessing at home.**

**Some children will have kept up-to-date with the online lessons whereas others will not have engaged at all.**

**There will have been a number of factors affecting whether or not children have been able to access online learning and the provision now needs to reflect that.**

During the first week, a softer start will be planned, meaning that although a broad and balanced curriculum will still be offered, some adjustments will be made if necessary to provide additional time required to meet the needs of the children in terms of relationships & PSHE, physical wellbeing, retrieving key learning, fluency in core subjects and learning stamina and motivation.

Within the first week, the initial emphasis will be placed on settling children back into school which will include PSHE lessons focusing on wellbeing and safety. Time will also be set aside for re-establishing routines as well as introducing the new expectations that will need to be implemented to minimise risk.

### Recovery Curriculum

It is our intent that all children will continue to receive a broad and balanced curriculum from the beginning of term; however, time allocated to each subject may be adjusted to increase the focus on core subjects and key skills. Additionally, national curriculum components will be prioritised to allow sufficient time for pupils to master key objectives and the threshold concepts required for secure understanding and make progress.

In terms of a recovery curriculum, a high emphasis will be placed on *Assessment for Learning and responsive teaching* to ensure gaps are highlighted and addressed quickly in English and in Maths. Effective formative assessment approaches will be focussed upon to inform teaching to target and close gaps.

Teachers will continue to use pre-unit assessment strategies to establish any prior learning that may need re-visiting before moving forward, particularly in Maths, Spelling and Grammar teaching.

Low stakes assessments in key skills, such as timetables, spelling and reading fluency and phonics knowledge will also help to inform gaps and planning.

Reading and vocabulary development will be prioritised and this will be reflected in time allocated to it in the curriculum. The most vulnerable will be targeted to ensure any gaps are rapidly closed.

Teachers will use DfE 'ready to progress' Maths guidance and materials to prioritise closing any gaps in the most important concepts.

### Physical Education

The majority of PE lessons will be held outside and a rota will be created to provide each class with an outdoor slot. Time spent on the PE curriculum will need to be reduced due to increased numbers of break time and lunch time and reduction in available outdoor space.

Contact sports should ideally be avoided. When taught, the focus will be on developing skills rather than competing so that there is no close contact and distance can be maximised.

If the large hall is used to teach gym and dance sequences and these will only involve floor work and be equipment free. Where possible, mats will be used and should be cleaned after use.

Use of hand held equipment will not be permitted such as tennis rackets and hockey sticks unless staff are able to clean it after use or leave it for 48 hours.

### Music

Singing, wind and brass playing should not take place in groups of more than 15. Children should position themselves side by side or back to back during singing sessions, ensuring that there is good ventilation within the classroom.

	<p><b><u>Educational Visits</u></b> There will be no educational visits in the Spring Term. This will be reviewed in Summer 1. However, the school will make use of outside space within the local area to support the curriculum, such as local walks. As usual, the school will complete full and thorough risk assessments in line with public health guidance on educational visits.</p> <p><b><u>Extra-curricular provision</u></b> Wraparound care will re-open for Spring 2 with no more than 15 children in a small consistent group. Refer to Annex 1 for specific protocols.</p> <p><b><u>Catch-up Support and Intervention</u></b> For the most vulnerable pupils who require the most support to catch up, additional interventions will be planned to prioritise securing the most important components of the curriculum. Any intervention will happen within the class group only. Mastering knowledge and skills in these most important components will take priority over full curriculum coverage for the most vulnerable.</p> <p><b><u>Assessment</u></b> There are no statutory primary assessments set to take place in 2020-2021. The school's assessment timeline will be updated in response to the January lockdown. Teachers will use outcomes of Autumn Term assessments alongside formative assessment to inform teaching and learning until the next assessment week.</p>
<p><b><u>11. Learning opportunities for those children unable to attend school</u></b></p> <p><b>Some children will still not be attending due to health reasons; the school must provide support so that these pupils continue to make progress</b></p>	<p>For any children who are unable to attend school due to Covid-19 related reasons, they should continue to be entitled to a broad and balanced curriculum enabling them to make good progress. If required, lesson materials that align with in-school learning will be uploaded into Google Classroom and Tapestry on a weekly basis for children to access at home.</p> <p>Work uploaded should be equivalent length to the core teaching pupils would receive in school.</p> <p>Work will be adapted for pupils with additional needs.</p> <p>Class Teachers will provide feedback on a weekly basis on children's work submitted.</p> <p>Year group leads will be responsible for ensuring work is uploaded and responded to by members of their team.</p> <p>Google Classroom will still be used as a communication tool between peers and teachers for those pupils who are unable to attend school.</p> <p><a href="#"><u>Remote Learning Procedures</u></a></p>
<p><b><u>12. Pupil Wellbeing</u></b></p> <p><b>Be mindful and prepared for any bereavement in the community or triggers for families.</b></p> <p><b>Children have spent a long period of time at home and some will not want to be parted from their family</b></p> <p><b>Children may need supporting re-establishing friendships and managing effective social interactions</b></p>	<p><b><u>Bereavement</u></b> Staff will refer to the the school Inclusion team and seek advice from the LA Educational Psychology service, where a child has experienced anxiety, fear, loss and/or bereavement</p> <p><b><u>Anxiety</u></b> Staff will need to ensure that classrooms are relaxed and calming environments to promote wellbeing.</p> <p>All staff to be extra vigilant, looking out for signs of anxiety and distress.</p>

	<p>Teachers are to initially plan settling in/ transition activities as the children begin the Autumn 1 half term (particularly the younger children) to minimise any anxiety levels amongst the children.</p>
<p><b><u>13. Special Needs</u></b></p> <p><b>The impact of all these issues and challenges faced will be even greater for those with special needs.</b></p> <p><b>Their learning will have been impacted as will issues of being or not being in school, managing change, routines and anxieties.</b></p> <p><b>There will be particular issues with managing transitions into school and where there is a change of classroom setting.</b></p>	<p>For many of our SEND/Vulnerable children establishing expectations of behaviour, routines and structures will be hugely challenging.</p> <p>The class groups should have a visual timetable to reassure the children how the day will look.</p> <p>Interventions will be limited to taking place in the class groups to avoid mixing children from different class groups.</p> <p>Staff will be aware of any sensory issues and it is imperative that there is control in walking around the setting so that this can be controlled effectively.</p> <p>For any children with SEND unable to attend school due to being vulnerable not in school, risk assessments will be completed for all EHCP children and shared with the leader of each class group.</p>
<p><b><u>14. Monitoring and reviewing risk controls</u></b></p> <p><b>The school is required to monitor that the protocols set out in this document are effective, working as planned and updated appropriately in response to issues identified and changes in public health advice</b></p>	<p>SLT will complete a pre-term full site tour with the premises team and SBM to complete building checks to make sure the school is safe.</p> <p>SLT are responsible for ensuring that risks are managed effectively through weekly review of the control measures outlined in this document.</p>
<p><b><u>15. Contingency: Requirement for remote learning</u></b></p> <p><b>It is a DfE requirement that the school continues to provide a broad and balanced curriculum remotely in the case of class group closure or local lockdown so that the pupils continue to make good progress in mastering the curriculum.</b></p>	<p>Where a class group or small number of pupils need to self isolate, or there is a local lockdown, the school will provide remote education via Google Classroom or Tapestry within 48 hours.</p> <p>Through remote learning, children will have access to the full school curriculum that is equivalent to the length of the core teaching pupil would receive in school.</p> <p>Children will be able to access learning tasks by 6:00pm each day ready for the next day along</p> <p>Children will be set the following activities to choose from each day:</p> <ul style="list-style-type: none"> <li>-a keeping active challenge,</li> <li>-a mental maths activity and maths lesson,</li> <li>-a short English skills task (spelling, handwriting or grammar) and a reading or writing lesson</li> <li>- a foundation subject lesson e.g. Science, Art, Geography, History</li> </ul> <p>Refer to Remote Learning Procedures for further information.</p>

**This plan and risk assessment will be reviewed whenever there are significant changes to activities in school or relevant changes in the Government's policy and advice on Covid 19.**

## Annex 1: Wraparound Care

### Key considerations:

Wraparound care will open on 3rd September 2020 at the following times:

	TreeTops Breakfast Club	Treetops Early Half Session	Treetops After school full Session
Time	7:30am- 8:50am	3:15pm - 4:30pm	3:15pm - 6:00pm

45 places will be offered as 3 groups of up to 15 children.

These groups will be supervised by up to 2 members and staff and will remain consistent throughout the first half of the Autumn Term.

The children will be unable to move between groups; however, if there are 'spaces', children who have not attended Tree Tops since September 3rd 2020, will be allowed to join a specific Treetops group for the rest of that half term.

#### 1. Staffing requirements

**A full staff team will be required to run all Treetops groups , but some members of the team may be unable to work in their usual capacity due to being vulnerable.**

- Staff remain with the same Treetops groups each week to reduce cross contamination.
- 1 or 2 staff members needed for each Treetops group .
- Less staff required for TreeTops Breakfast Club, as the children will eat breakfast on separate tables and then move to their 'play space'
- NO changing of Treetops groups .
- Staff need to let the lead SLT member know by 12:00pm if they are ill so that alternative arrangements can be made. If alternative staffing cannot be secured then parents need to be notified by 1:00pm
- When adults are not with their Treetops group they must socially distance from other children and adults
- All adults must socially distance from each other

#### 2. Movement around the school site

**The principles of 'minimising contact and maximising distance' to reduce transmission must be adhered to.**

Collection and Drop off:

- Parents will not enter the building
- Staff will bring the child out with belongings and sign them out with the name of the adult collecting.
- Three different spaces will be used for the 3 Treetops groups and 3 toilets allocated; 1 for each Treetops group .
- Only 1 child from each Treetops group can be sent to the toilet at one time
- The group using the large hall can be dismissed through the first hall doors .
- Pick up is naturally staggered as parents pick up when they need. Half session is also running so some children will be picked up by 4:30pm.
- Children who are picked up late must be socially distanced from other children and adults in a different Treetops group .
- Children must stay in their own Treetops groups and if they do not comply then parents will need to be informed

#### 3. Cleaning and Hygiene considerations

**Spaces used for wraparound care will need routine cleaning every day and will require all staff to maintain high levels of hygiene**

- Resources can be shared within the 15 children in the same Treetops group

- Staff will ensure that the same equipment is used for the same Treetops groups during a week. On a Friday the toys can be swapped to different Treetops groups, once they have been thoroughly cleaned, so that we can offer variety for the children
- Outside space will be timetabled for different Treetops groups on a rotation.
- Playground apparatus will not be used.
- Tea will be staggered for each group and all tables cleaned to ensure no cross contamination.
- When in the large hall, Treetops groups will sit on separate tables and be spaced apart.

#### 4. Snack Time and Dinner Time

**Children will be provided with breakfast, a snack and afternoon tea in the afternoons; this needs to be done in the safest way possible**

- After School club staff, who are preparing food, wear gloves and masks/ aprons as they are preparing food for all Treetops groups.
- Only 1 member of staff will prepare and serve food for the Breakfast club .
- Consideration will be given to the food to ensure that they are receiving individual portions and avoid unnecessary contact.

#### 5. Supporting medical needs of children

**An effective system of administering medication and first aid needs to be retained whilst minimising contact.**

- Accident/medical forms must be completed if a child is ill or has an accident.
- Gloves should be used to treat any injury
- A first aider is always on duty
- Protocol to be followed as per above in the event of a child showing COVID-19 symptoms
- The isolation room will be the small music annex room and will have PPE equipment in so that children can be treated

#### 6. Fire Evacuation

**Safe and effective evacuation of the wraparound provision must be planned for whilst minimising contact between class groups.**

- In the event of a fire, Treetops children will evacuate to the KS2 playground to their allocated group points
- The group in the music room evacuate through their external doors and walk to their point
- The group in the small hall evacuate through the fire exit door onto the KS2 playground to their point
- The group in the Large hall to evacuate through the second hall fire doors and lead into the KS2 playground to their fire point
- If working in the IT suite evacuate through the main corridor door opposite the suite out in to the KS2 playground to their fire point
- If the children are in Hawthorn classroom then they need to evacuate through the library fire exit and lead into the KS2 playground to their fire point
- The manager is responsible for taking registers out and delivering to each group member to check that all children are present.
- Breakfast exit through their group exits the same as above

#### 7. Monitoring Risks

**The wraparound manager and SLT lead is required to monitor that the protocols set out in this document are effective, working as planned and updated appropriately in response to issues identified and changes in public health advice**

- Children are placed in 3 Treetops groups depending on year group and parents must book and pay for these places on a half termly basis
- Children can join if there are spaces through the half term, but only if they have not been in any other Treetops groups previously.
- All staff attend initial staff training to ensure all understand protocol and procedures
- Regular half termly staff meetings ensure clarity of message regarding amendments to protocols and changes where necessary
- Tree Tops managers have a responsibility to report concerns to SLT lead

