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## 1. Current guidance and statistics

- 1.1 The DfE guidance for schools returning in September 2020 was published on July 2<sup>nd</sup> and is available [here](#) and further guidance for parents [here](#)
- 1.2 The DfE guidance outlines an aspiration that all schools will return to school full time from the beginning of the Autumn Term and this is also the plan for St Andrew's CE Primary School. However, at the time of writing there is still public health advice in place to minimise the risk of transmission of coronavirus (COVID-19) in schools and thus the School will be making changes to the way it operates in September 2020 to keep children and staff safe from contagion. These changes are outlined in the sections below.
- 1.3 In summary the DfE guidance plans two main ways to limit transmission of the virus from September:
  - i. Ensuring pupils remain in consistent groups (known as 'bubbles') wherever possible, thereby minimising the number of contacts between different people across the school. The new guidance says *'schools may (now) need to change the emphasis on bubbles within their system of controls and increase the size of these groups'* (see 2.2)
  - ii. By maintaining distance between individuals wherever possible ('social distancing'). Our experience with keyworker provision and the limited return to school since June 8<sup>th</sup> shows us that this is harder for children in EYFS and thus we propose different arrangements for children of this age (see [2.4 and 2.5.1])

## 2. 'Operational' situation

- 2.1 **Preventative hygiene and PPE.** Our staff are now well used to what is required for preventative hygiene and have been working with the children of keyworkers since March 23<sup>rd</sup> and those who returned from 15<sup>th</sup> June to make sure expectations are made clear. Good practice was outlined in our Risk Assessment (RA). Most children will be familiar with the need to:
  - **Clean hands thoroughly and more often than usual.** We now have good stocks of sanitiser at each entrance to the school and in all classrooms within the school. We will spend time in the first weeks back ensuring that children understand the continued importance of cleaning their hands regularly, including when they arrive at school, when they return from breaks, if they change rooms and before and after eating;
  - **Undertake the 'Catch it, bin it, kill it' approach** with enough tissues and bins available in each school to support children and staff to follow this routine;
- 2.1.1 Whilst following current government guidelines at time of writing, staff will be allowed to wear **PPE** (masks and gloves) if they wish to. This may change prior to September. Staff and children must discard PPE worn on journey to school on entry and, in the case of staff, replace it with new. According to DfE guidance the risks to children under 19 from COVID-19 is *'very low'* and they ask us to consider the *'negative health impacts of being out of school'*. Further information of the risk to children of various ages, which is reassuring, can be found at: ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/897210/COVID19\\_Weekly\\_Report\\_30\\_June.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897210/COVID19_Weekly_Report_30_June.pdf))
- 2.2 **Class and year group 'bubbles'.** The school's bubbles will be its year group cohorts which will remain consistent and separate from other 'bubbles'. For the majority of their time in school the children will be with their own teacher and support staff but at playtimes and lunchtimes they will remain separated their bubbles that will only have limited contact with other year groups. This will *'make it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible'* – the playgrounds will be divided between two classes/bubbles at each allocated break time.

- 2.2.1 Adults will endeavour to continue to maintain a 2 metre distance from each other, and from the children as the adults are statistically at a higher risk.
- 2.3 **First day back – Wednesday 2nd September.** Children in Years 1-6 will be given an allocated time between 8:35am and 9:10am to arrive on the 2<sup>nd</sup> September to ensure a calm and ordered start to the term. These will be based on their surname initial in an attempt to support families who may need to drop off children in both KS1 and KS2. See Table 1. Children will attend the classroom that they were in for 2019-20 with their teacher from that academic year. This will also be the case on Thursday 3<sup>rd</sup> September. This will hopefully help the children's transition into their next year group and classroom with their next teacher on Friday 4<sup>th</sup> September – a regular transition procedure that was missed in the Summer Term 2020.

**On Wednesday 2<sup>nd</sup> and Thursday 3<sup>rd</sup> September:**

**Reception class 2019 / Year 1 2020** - arrival/collection from Reception Class door & exit via carpark

**Year 2 2019 / Year 3 2020** - arrival/collection from Year 2 doors

**On Friday 4<sup>th</sup> September:**

**Reception class 2019 / Year 1 2020-** arrival/collection from Year 1 class door & exit via infant playground gates

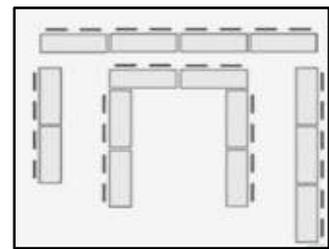
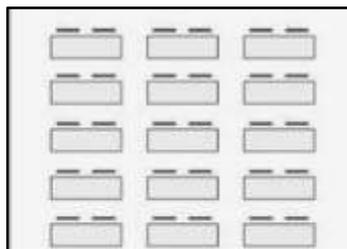
**Year 2 2019 / Year 3 2020** - arrival/collection from KS2 gate – the children will have been practising for the previous 2 days.

- 2.4 **Children new to school –Reception.** Reception children will start school on part time hours for the first week, from Monday 7<sup>th</sup> September, to ease transition to school. The children will attend for a morning, have their lunch and then be collected at 1:15pm. For transition purposes, children have been allocated their first day to be either on the Monday, Tuesday or Wednesday. On arrival at the Reception door, we will encourage the children in Reception to enter the building on their own, saying goodbye to their parent at the external door to their classroom where they will be greeted by their class teacher. Where possible, please limit the number of adults accompanying a child to school or collecting them at home time to one per child. Unfortunately, we will not be able to allow parents into the school building.

**Reception class 2020-** arrival/collection from Reception Class door & exit via infant playground gates

- 2.4.1 If a child is reluctant to separate from their carer at the door, for the first day only, parents wearing face coverings will be allowed into the building to settle children. Parents without face coverings will have to remain outside the building. After this day we ask that parents then remain outside until further notice. Please prepare your children for this and support the school by staying socially distanced from school staff if you have to enter the building.

- 2.5 **Classroom seating.** For Years 2-6 children will be seated for the Autumn Term side by side, facing forward, in either rows, a 'rounded horseshoe' or a 'double horseshoe' arrangement. Children will sit in a designated space and not change seats for different subjects.



- 2.5.1 Children in Reception (and Year One in the Autumn term) will be following a free flow, play based curriculum. To reduce contact, there will be limited numbers of children sat on the carpet with others seated in chairs around or at the back of the carpet area. Whole class teaching sessions will be no longer than 15 minutes and all classrooms will be well ventilated. It will not be possible,

nor is it required, to enforce social distancing measures with children in Reception. This means that children will come into contact with all the children in their class and they are likely to come into contact with all the children in the year group during outside continuous provision and lunchtimes. Staff will endeavour to maintain a 2 metre distance from each other, and from the children, as the adults are statistically at higher risk.

2.6 **Learning resources.** For individual and very frequently used equipment, such as pencils and pens, staff and pupils will have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the class bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources with multiple small parts (e.g. Duplo and polygon in EYFS ) should be carefully monitored with their use and cleaned thoroughly after use – the dishwasher with anti-bacterial cleaning products will be used for this.

2.6.1 In KS1 and KS2 resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. Individual year group bubbles will not share equipment at playtimes

2.7 **Attendance.** All children will be welcomed back to St Andrew's on Wednesday 2<sup>nd</sup> September. However, because the holiday pattern was recently altered to facilitate an earlier return to school for transition purposes, it is understood that families may have had arrangements in place that would mean that children would not be able to return on this date. Therefore, the previous holiday pattern will be honoured and attendance is mandatory from Tuesday 8<sup>th</sup> September, according to the previous holiday pattern. From this date, we support the government here which notes:

- *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.*

Please prepare your children for return in good time for their first day back according to the time allocated for the staggered start to the day. See Table 1.

2.8 **Assemblies.** There will be no traditional whole school or key stage assemblies during the first part of the Autumn Term and these will be replaced by a 'Microsoft Teams' version, which will be watched by children in multiple classrooms on their interactive screens. Classes may be still able to do individual class assemblies using this technology. We are keeping an open mind about celebrations such as the Harvest service and events like the Christmas productions but all should be aware that, even at this early stage, full-scale productions look unlikely in the Autumn Term.

2.9 **School trips.** Should any extra-curricular learning experiences be appropriate for the curriculum, we will fully risk assess them and request parental permission before we attend. We believe that they are an integral part of the cultural capital of St Andrew's and will be emotionally beneficial for the children's mental health on their return to education in a school setting. Nevertheless, should there be the slightest doubt as to the safety of undertaking such learning experiences, they will not be considered or arranged.

2.10 **Group work and interventions.** Interventions will not take place with children from mixed year groups together and shared spaces and equipment will be allocated for the time being to a single year group. Teaching and Learning Support Assistants should work in classrooms wherever possible rather than withdrawing children and if they need to talk with an individual child this should take place outside to avoid the need to walk through spaces allocated to other 'bubbles'. Children working in learning spaces outside the classroom should take all equipment they require with them to the intervention area. The area will be cleaned after use, before pupils from another

bubble use the same area. Staff and children will wash their hands before returning to their own classroom.

- 2.11 **Breakfast and After School Clubs.** Our intention is that St Bede's Out of School Club will have their usual booked places in Autumn Term to avoid children coming and going and to ensure consistent staffing. It is our intention that 'Ad hoc' places will not be available for the time being and parents must commit to set days each week. We cannot foresee that there will be a limit on the number of places available other than those previously in place and all who require a place will hopefully be accommodated. However, this will not be guaranteed and children are likely to mix with a limited number of children outside their 'bubble' in these clubs and parents should be aware that this will heighten the risk. The school has made the decision that this was justifiable given that the alternative is no provision at all for working parents. Staff from St Bede's Out of School Club will explain new arrangements at the time of booking. Please contact them directly to make any arrangements.
- 2.12 **Activity clubs.** There will be the usual outside providers for activity clubs in the Autumn Term. These will have been risk assessed and require social distancing and utilise the outside environment as much as possible. Please see Section 2.9 with regard to the comments about cultural capital, mental health and consideration for everyone's safety.
- 2.13 **Start and end of the day.** Children should not arrive at school until 8:35am and gates to the school's playgrounds will not be open until then. There may be some tape on the fencing next to the pavements outside our school to remind children and families of the importance of social distancing and, of course, in accordance with [2.1.1] above children and parents/carers may be wearing PPE at this time. Children should proceed straight to their classrooms without delay, entering directly via their classroom's external door where possible. Collection points will be the same as we have in place now and re-explained to each class but are being rearranged to reduce congestion at main gates. Teachers will begin to get ready for the end of the day in good time to avoid children missing their leaving time according to the family surname initial letter. Senior staff will be on hand in the KS1 playground and car park gate, before and after school, to assist and advise children and parents. As since the wider re-opening of school in June, we do ask that parents do not speak at length at the gates to the school to avoid congestion and that if parents need to talk to the teacher to contact the school office and the teacher will then call. Children should also leave the school premises promptly and without congregating with others. **Year 3 2020** will be escorted by a member of staff from their classroom to the junior school gates for the first couple of weeks from Friday 4<sup>th</sup> September.

**Table 1**

<b>Surname initial</b>	<b>Arrival time</b>	<b>Pick up time</b>
A – F	8:35am	3:00pm
G – K	8:45am	3:10pm
L – R	8:55am	3:20pm
S - Z	9:05am (gate locked at 9:15am)	3:30pm

**Please note that no parents will be allowed to enter school including OoSC provision.**

<b>Year group</b> (from 4 <sup>th</sup> September)	<b>Morning arrival:</b> Entry via.../KS1parent exit route	<b>Afternoon collection</b> Collect from.../ KS1parent exit route
Reception	Reception class door / car park	Reception class door / car park
Year 1	Year 1 class (playground) door / infant playground gates	Year 1 class (playground) door / infant playground gates
Year 2	Year 2 class (playground) door / infant playground gates	Year 2 class (playground) door / infant playground gates
Year 3	Year 3/4 entrance via main gate	Year 3/4 entrance via main gate
Year 4	Year 3/4 entrance via main gate	Year 3/4 entrance via main gate
Year 5	Year 5/6 entrance via main gate	Year 5/6 entrance via main gate
Year 6	Year 5/6 entrance via main gate	Year 5/6 entrance via main gate

- 2.14 **School office.** School office will remain closed to non-essential visitors. Parents should do all they can to ensure that children have all that they need for the day (e.g. packed lunches) at the start of the day and if there is an emergency meaning that their child needs to be collected at a different time should telephone the school first. Staff will then arrange to meet parents with their child in the open air. All other communication should be done by telephone or e-mail as detailed on the school website.
- 2.15 **Children or staff suspected of having COVID-19.** In line with DfE guidance in the case of a suspected infection the School will:
- a) engage with the NHS Test and Trace process. We ask that parents and staff inform the School immediately of the outcome of any test;
  - b) manage confirmed cases of coronavirus (COVID-19) amongst the school community. The School will text or e-mail parents with a notification of a confirmed infection including which 'bubble' this may affect. We will not share the names or details of people suspected of having or conformed to have coronavirus;
  - c) contain any outbreak by following local health protection team advice. For the avoidance of doubt the new advice says that we 'must send home those people who have been in **close contact** with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. 'Close contact' now means:
    - i. face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin);
    - ii. proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual;
    - iii. travelling in a small vehicle, like a car, with an infected person.
  - d) The health protection team will provide definitive advice on who must be sent home;
  - e) When a case is suspected in school the child will be immediately isolated from other pupils and staff. Staff supervising these children should also try to ensure they remain two metres away while still aiming to provide the reassurance and care particularly young children will need. Enhanced PPE is available for these staff and older children may be offered a mask. The school will contact parents and request they collect their child from the school immediately.
  - f) Any member of staff who has been supervising a child with suspected symptoms should immediately wash their hands in line with current guidance. The room that a child has used in this circumstance (and any bathrooms they have used) should be fully cleaned before anyone else uses them.
  - g) We ask that parents whose child has been identified as having a suspected case of COVID-19 should seek immediate medical advice. The guidance says '*Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test.*' If no test is undertaken then we expect children to self isolate according to the Public Health England guidance here: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>
- 2.16 **Households with a confirmed case of Coronavirus** should follow the advice laid out by Public Health England here: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance> regarding isolation and should keep their school informed about their planned date of return following isolation.
- 2.17 **Containing any outbreak by following local health protection team advice.** If our school has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and the school will continue to work with their local health protection team who will be able to advise if additional action is required. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. As our school will be implementing controls from the suggested DfE list, addressing the risks they

have identified and therefore reducing transmission risks, whole school closure based on cases within the school can hopefully be avoided. In the case of a shutdown home schooling will resume as detailed in section 4 below.

- 2.18 **Enhanced cleaning regimes.** Since some children returned on June 15<sup>th</sup> all schools have been subject to enhanced cleaning and have also been repeatedly deep cleaned and as a consequence the schools have never been cleaner. We have adjusted our cleaning rotas with our site supervisor and contractors to ensure that much more cleaning goes on during the school day – with particular attention paid to those surfaces that are frequently touched like door handles. School staff not normally involved in these duties like teachers and support staff have also been helpful in keeping their own classrooms clean and extra materials have been provided for this purpose. We anticipate these arrangements will stay in place until further notice.
- 2.19 **Coats and bags.** As year group bubbles will not often share the same cloakroom facilities coats can be left in their normal places in most cases. If there is a risk of 'bubbles' coming into contact with each other's coats then bags and coats can be hung on the back of chairs in classrooms instead. No bags should be brought into school other than their book bag which will be stored in their class tray.
- 2.20 **The importance of fresh air.** Windows and doors should be left open in most cases even as the weather gets colder. Children may be allowed to wear coats in class with permission from their class teacher. Where possible teachers may take the opportunity to move some subject teaching or groups outside.
- 2.21 **Behaviour.** An addendum to our behaviour policy was formulated in June 2020 when the first groups of children returned to school and remains in place. In the addendum we have had to change some of our expectations around pupils' behaviour and make these clear to all. In these times of heightened risk to our health, it is important that children and staff are aware that unhygienic behaviour is taken very seriously. Our school values and ethos remain unchanged, and children are expected to aim to uphold them.
- 2.21.1 In addition, and in order to keep ourselves safe, healthy and happy children must be aware of the new requirements in the addendum. Keyworker and children who have returned to school in Year 1 and Year 2 will be reminded; children in Year 3 to Year 6 will be told the following:
- i. Stay at least 1+ metres apart from each other wherever possible (with a common sense approach taken to Reception pupils);
  - ii. I will regularly wash my hands throughout the day for 20 seconds
  - iii. I will tell an adult if I feel unwell
  - iv. I will not bring things into school from home, or take things home from school
  - v. I will only use the equipment in my pack
  - vi. I will ask an adult when I need to use the toilet, so they can help keep me safe
  - vii. I will use the 'catch it-bin it-kill it' rules coughing and sneezing into my elbow or a tissue
  - viii. I will follow the rules at all times to maintain the safety of myself and others
  - ix. I will follow these expectations and know that if I don't, I will be sent home and will not be able to come back into school until I can be safe.
- 2.22 **Planning, preparation and assessment (PPA) release time.** The government advice makes it clear that adult staff members can now work across groups of pupils as they are able to regulate their behaviour and maintain an appropriate, safe distance from pupils. PPA and class cover arrangements which may bring additional adults into contact with groups of pupils will continue. In these cases, staff will maintain appropriate distance from the children for their own and the children's safety.
- 2.23 **School lunches.** We intend to have a full school offer for hot lunches again from the 2<sup>nd</sup> September with the start of online payments arrangements via SIMS PAY. Year 3 parents should

be aware that universal free school dinners do not apply in KS2 and that payment may be required. If parents are unsure about whether they need to pay or not they should contact their school office. There will be local arrangements at each school with regard to school dinners to ensure that separation between 'bubbles' is maintained. An amended menu will be in place with more limited choice of dishes – basically meat or vegetarian, with no open salads or bread. Reception and Year 1 will eat their lunch in the hall and all other classes will collect their lunches via a prescribed one way system for them to eat in their classrooms. Rest assured that school would seek to vary the year groups that this applied to on a weekly rota basis if it was deemed necessary. Children should always have the chance to wash their hands within the classroom before eating.

- 2.24 **Availability of water on site.** All pupils should have their own school water bottle that is untouched by other children or staff, whether it comes from home or is one that is provided by the school. No water fountains are currently available at school. Water is available in school to refill children's own water bottles. Disposable plastic cups may also be available that should be thrown away after use.
- 2.25 **Travel to and from school.** In accordance with our current risk assessment we encourage parents, staff and pupils to walk if at all possible. Children should not travel to or from school with other children or with another family outside of their "bubble". We will be participating in the WOW programme for walking to school – an initiative from 'Living Streets'.
- 2.26 **School uniform.** School uniform should be worn as normal. We ask that parents wash uniform more regularly than normal in order to attain the highest levels of hygiene within the school. See also Section 3.6 with regard to PE kit.
- 2.27 **Toilets.** Wherever possible a set of toilets is allocated to our younger year group within their classrooms and we are lucky in this as it will help us to maintain the integrity of our 'bubbles'. Where toilets are shared between year groups we will allocate certain toilets to a particular year groups and additional cleaning will be in place. For older children, the need to visit the toilet during teaching time will be discouraged unless we are aware of a need for regular toilet visits, as it is not possible to supervise all older children as they visit the toilet with the potential risk of cross 'bubble' contamination. All children should wash hands after they have been to the toilet and be reminded to do so.

### **3. Curriculum**

- 3.1 **Curriculum catch up.** It is clear from those children who returned in June that the enforced break has had an impact on children's learning. The situation may change after the summer holiday but is clear that some children have become passive and unmotivated during the lockdown. The work of Professor John Hattie who has [studied extended school disruptions across the world](#) gives us a good idea about what will need to be done on our return and the school will focus in the first weeks on strengthening our own '3 R's' - routines, relationships and resilience. This will form the basis of the first work undertaken when children start with their next teacher from 4<sup>th</sup> September. We are proud of the resilience of our children as learners through a Growth Mindset and we will rebuild their confidence with their learning, again focusing on the characteristics of successful learners – to become 'HobNobs' again. Their previous learning in basic skills will be revisited and gaps in their knowledge addressed. Our staff have been thinking about how they will best help our children reconnect and our initial thoughts are given in Table 2. We will have a much better indication when children return to school, especially if they have completed their Summer Learning Pack.
- 3.1.2 Whilst we are confident that many children will quickly 'bounce back' after the lockdown we are aware that there will be some children returning who have experienced bereavements amongst friends or family or who have experienced anxiety or stress during this time. There will be a potential disproportionate effect of the pandemic on some communities and individuals and we will do all that we can to support where appropriate - using our own support staff qualified in Mental

Health First Aid for Children and through referrals to Educational Psychologists and signposting to other organisations who might provide support.

3.1.3 In September we had long planned to begin our updated PSHE curriculum and we have now reconfigured this for Autumn 2020 so that work in all year groups centres on health and wellbeing. We will allow extra time for this in the Autumn Term as well as ensuring that discussion time is timetabled.

**Table 2 – Headline – initial activities by year group to address gaps in learning**

<b>Year group</b>	<b>Planned activities</b>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Baseline on entry assessments to find the needs of the individual and correlate the needs of the cohort</li> <li>• Resilience strategies will be taught and nurtured so that every child feels positive and confident about the year of learning ahead</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• In Year 1, we will be extending our transition period until the end of Autumn 2, with a focus on play based, collaborative activities. We will be focussing on Phase 3 of Letters and Sounds in our phonics lessons, whilst recapping Phase 2.</li> <li>• In maths, we will further develop the children’s confidence using numbers to 10 in a variety of ways, revision of shapes and assess their use of vocabulary and mathematical concepts (see also Section 2.5.1)</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• In Year 2, phonics will be streamed focusing on phases 3/4/5, sessions will be increased to daily sessions.</li> <li>• In maths, early work will be used to help address gaps in children's knowledge from Year 1.</li> <li>• During the first term, literacy objectives will be adapted to address missed learning and daily letter of the day/handwriting sessions will be introduced.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• An extended transition programme will be implemented in Year 3 to help the children settle into KS2;</li> <li>• Daily phonics sessions will be run during the Autumn Term to allow children to secure the key skills in reading;</li> <li>• Maths units have been reordered to ensure coverage is balanced.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• During the first half term, we will begin the year by reinforcing and embedding the key skills in Literacy and Maths;</li> <li>• We will be addressing the gaps in their curriculum knowledge from Yr 3 Summer Term.</li> <li>• We will focus heavily on reading fluency and embedding key mathematical skills from the Year 3 summer term.</li> <li>• Resilience strategies will be taught and nurtured so that every child feels positive and confident about the year of learning ahead.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• During the first half term, we will begin the year by reinforcing and embedding the key skills in Literacy and in Maths to enable children to progress effectively in mathematical reasoning and problem solving;</li> <li>• We will be addressing the gaps in their curriculum knowledge from Yr 4 Summer Term.</li> <li>• Resilience strategies will be taught and nurtured so that every child feels positive and confident about the year of learning ahead.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Year 6 will begin the year by reinforcing and embedding the key skills in Literacy and Maths. We want to empower the children and give them confidence to move forward successfully throughout the rest of the year.</li> <li>• We will be addressing the gaps in their curriculum knowledge from Yr 5 Summer Term.</li> <li>• Resilience strategies will be taught and nurtured so that every child feels positive and confident about the year of learning ahead.</li> </ul>

3.2 **Contextualising the lockdown.** Our staff will remain calm and measured in September knowing that whatever the situation we have the staff with the best knowledge and experience of how to teach, support and help our children in ‘closing the gap’ where required. We are aware that during lockdown many of our children have been working hard and producing good work. We will

not make our children worry unnecessarily or make them think that things are worse than they are and where issues present themselves our language will reflect our long established 'Growth Mindset' philosophy – '*you can't do it yet*'.

- 3.3 **Assessment.** Teachers in the school will be following the good practice outlined in Professor Hattie's work and establishing 'what has to be learned' rather than sticking rigidly to our usual long term plans. At the end of the summer term, class teachers and subject leads considered which units of work might need to be moved on the long term plans, especially with regard to maths, and reformulated the plans accordingly. In addition, teachers will use their own expertise to establish starting points for each class in the Autumn Term and will likely have to take 'a step back' in order to help children then move forward with confidence but each child and class will be different. In schools, this way of assessing what should be taught next is known as 'formative assessment', that is the judgements teachers make on a day to day basis during class work which allow them to assess attainment and progress. To strengthen routines, relationships and resilience it is important that, in a measured supportive way, teachers and children get back to established ways of working rather than spending too long on a formal testing regime, especially when children's confidence will be low.
- 3.4 **Summer Term Assessments.** During the summer term our children would have normally completed a reading, writing and maths assessments and then we would have utilised Autumn Term baseline assessments at the beginning of term. We will allow time for all children to re-familiarise themselves with their daily school routines, to re-acquaint themselves with their peers and the staff and to mentally and emotionally adjust back to life in school. We will then assess their knowledge, and its gaps, prior to the October half term when we will discuss their new targets as part of their Assertive Mentoring.
- 3.5 **Computing.** Because of the risks associated with children from different year groups sharing equipment, hardware will be split between year groups in the Autumn Term and sharing will be organised and minimised with other year groups. These machines will then be cleaned after use. Any ICT teaching in the Autumn Term will focus exclusively on how to access learning via Microsoft Teams and the other platforms that they are familiar with (as well as reminders of online safety) in case of a localised shutdown.
- 3.6 **PE, games and coaching.** As mentioned before, children can wear PE kit rather than uniform in school and when travelling to and from school on those days when they have PE. This will help to reduce the use of extra school bags and the need for the older children to find spaces to change. We will endeavour to have as many PE and games sessions outside as we can. We will be using our normal coaching organisations as allowed in the guidance (see 2.22)
- 3.7 **Music.** The DfE guidance says '*Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting*'. Fortunately the school has many other possibilities for music teaching through the Charanga scheme of work. Unfortunately, there will be difficulty in finding the rooms to support the extra music tuition in school. Hopefully this will not be an issue and resolved by the end of the first half of the Autumn Term.
- 3.8 **Year 1 & 2 phonics catch up.** Children in Year 1 & 2 in September 2020 will have additional phonics sessions in the Autumn Term to support catch-up. Some children in Year 3 may also require additional phonics teaching.
- 3.9 **Reading books for home.** School reading books to go home in Reception and KS1 will proceed as normal. Once they are returned they will be 'quarantined' for 48 hours before being used again. KS2 children may choose a reading book from school but all books that they touch must be similarly quarantined and put in a separate box. A letter will be sent out in the first few days back to explain our arrangements for changing books on Monday and/or Wednesday and/or Friday each week.

3.10 **Broad and ambitious curriculum.** With the exceptions listed in section 3 above the school intends to continue with our normal broad and ambitious curriculum in all subjects from the start of the Autumn Term. As mentioned at 3.1 above we will but make use of existing flexibilities to begin at appropriate starting points for all our children and this may mean that not all subjects are taught every term although as we return to normal working this is our aspiration.

3.11 **Pupils with additional needs.** We are aware that for some children with additional needs, returning to school after lockdown may cause additional anxiety or stress. Children with additional needs will be supported by the school staff to ensure a smooth transition when returning to school. To ensure a shared understanding of pupils' pastoral needs, staff will share information prior to transition and appropriate plans will be put in place where required. In some cases, children with additional needs may require a risk assessment to be completed. This will be completed with input from the class teacher, child, parent/ carer and SLT. Staff will continue to be responsive to the needs of individual pupils and additional support will be provided where necessary. Small group or 1:1 support may take a different form in the Autumn Term so that adults and children remain safe, for example, sitting side by side, staff and pupils working at a greater distance from each other, and working in different parts of the school building. Staff who are in close contact with individual children may wear PPE. Referrals to external agencies such as Speech and Language, Behaviour Support and the Educational Psychologists will continue. We will also support families by signposting them to organisations who may be able to provide support during this time, including staff members who are qualified to support

#### **4. Contingency planning for further lockdown/no full September start**

4.1 Having learned a lot from the initial nationwide lockdown the school is well prepared should further lockdowns be advised. Our expectations would vary according to the type of shutdown advised.

4.1.1 **In the event of a Borough wide lockdown [similar to that in place in Leicester](#)** from Saturday 4<sup>th</sup> July. The School would revert to an enhanced version of the arrangements which were in place during the nationwide lockdown. Please bear in mind that if the children of staff attend Bolton schools these children would also be at home with the staff member and this may limit the input that teacher could give. Nevertheless planned changes would include:

- a) Most children should have access to the technology they need to work online then in the event of a borough wide lockdown we would have a higher expectation that all our children would log in to the work that would be set for them on their year group pages via the Website and Microsoft Teams. The aspiration would be a twice weekly Microsoft Teams teaching session and a session to address any issues with the weeks' learning with their class teacher There would be an expectation that children would attend. If children are absent or work set is not forthcoming phone calls would be made home.
- b) For children without access to online learning, hard copies of work would be set but there would be a requirement for these to be collected from school.

4.1.2 **Year group, class or school site lockdown as advised by local health protection team.** In this case as staff will be social distancing at work, even as part of a 'bubble' (see 2.15) it may be that some or all staff can continue to work on site. If this was the case then we would consider delivering an offer similar to that described in 4.1.1 above with the addition of a drop off/collection of printed work for those who needed it.

If you have any worries or concerns about your child returning to school, please email the appropriate school office school office and one of the leadership team will get back to you as soon as possible.

The government have produced guidance for parents, which you can find [here](#)