

# Moor End Community Primary School

## Returning to School Protocol and Procedures



School will be conditionally reopening to Reception, Year 1, and Year 6 children on Monday 1<sup>st</sup> June.

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 and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)*

### **Basic Principles**

- Year groups will be divided into 2 distinct groups. They should be divided on the grounds of friendship groups and not ability. This will be done by their usual class teacher and will not be open to change once established.
- Teaching groups shall not exceed 15 children and will have 1 teacher and 1 TA with them. This group or 'bubble' are self-contained and will operate within school as an independent teaching group. From the moment they enter school at the start of the day until they leave they will have no physical contact with any other group and must retain as much social distancing from each other as possible. This also applies to the adults within the bubble.
- Each year group will have an identified part of the school and they should not move into another year group's area. This will also apply to the yard. Social distancing between each bubble is the most important thing to establish and maintain. Moving between breaks, dinner time, arrival and home time will have to be carefully controlled and co-ordinated between year group bubbles to avoid contact. (see additional information below)
- Each bubble will have a designated class base and no other group or person should enter that class unless for cleaning purposes (by designated cleaning staff) or in case of an emergency.

The following considerations need to be planned for to ensure a return to school is safe and protecting of all adults and children in school.

1. **Schools have not been shut**  
Teachers have been working full time and will be tired.
2. **Staffing requirements**  
More staff will be required to be in school, but working from home must be retained when possible
3. **Entry/exit of school and movement within**  
The principles of 'staying safe' to reduce transmission must be adhered to
4. **Cleaning/hygiene considerations**  
Spaces within school will need routine cleaning and will require non-cleaning staff to do so
5. **Outdoor play (break and lunch)**  
It is important that children still get break time but this needs to be separate from other groups
6. **Lunchtime**  
Children are required to be fed still and this needs to be done in the safest way possible
7. **Supporting medical needs of children**  
Our very effective system of administering medication needs to be retained.
8. **Re-establishing routines/expectations**  
Be mindful of the change of routine. Children have had very different experiences and expectations at home for a long time.
9. **Differences in learning and the recovery curriculum**  
Some have been learning, some consolidating and some very little school interaction.
10. **Online learning for those children not in school**  
Some children will still not be attending and we have a duty to continue to support their education
11. **Childcare provision**  
Some children have been in school every day
12. **Bereavement**  
Be mindful and prepared for any deaths in the community or triggers for families
13. **Sensory needs and separation anxiety**  
Many have spent long periods in quiet houses and some will not want to be parted from their family
14. **Special needs**  
Some children will be confused and need support with another transition
15. **Transitions**  
Coming back to school – Reception and Year 6
16. **Uniform**  
Some children will have grown and won't have uniform; an understanding approach needed

With the exception of the key workers group:

School will finish at 3.00pm every day to provide 15 minutes for the end of day arrangements to take place. School will end at 12.45pm on Friday to allow all teachers PPA unless indicated otherwise on the staff organisation section at the end of this plan.

Considerations	Action
<p><b><u>Schools have not been shut</u></b></p> <p>The majority of staff have continued to work providing education and support from home and supporting school in its closure plan, often whilst home schooling their own children. We must recognise these experiences, particularly where staff have continued working over the Easter holidays too. All staff are going to start tired and this will impact on their ability to lead, manage and respond to change.</p>	<p>The first couple of weeks of school reopening will be focussed on ensuring everyone's wellbeing is catered for, including adults. So the curriculum will need to reflect this.</p> <p>There will be no staff meetings but ad hoc meetings with phases might be called to discuss provision and next steps.</p>
<p><b><u>Staffing requirements</u></b></p> <p><b>We will be planning that all the children on role in the identified year groups will return to us on Monday 1<sup>st</sup> June. Guidance from the DfE advises schools that a safety measure would be to halve the class sizes (typical class size being 30). With that in mind, you would need double the staff, so it would be reasonable to expect that the majority of staff return to school.</b></p>	<p>A staffing plan has been established so that teachers and teaching support staff have time in classes delivering lessons but also time out of class to prepare online resources. This structure will be established and shared with all staff. Admin staff will likewise be required to be in school so that they can fulfil their role accordingly, as will site staff, cleaners and dinner ladies. The focus on working from home will remain as we have the capacity to do so.</p> <p>Each group will be allocated a certain number of adults to support them. Those are the only adults that are to come in to contact with those children i.e. a teacher cannot teach one group on Monday and then a different group on Tuesday. Non-class based staff need to be very aware that they must not routinely come in to contact with groups of children as they could be unknowingly spreading the virus between groups.</p> <p>I am also proposing that school closes after lunchtime on Friday. That way all staff have dedicated non-contact time on Friday afternoon. Staff are to be off site by 4pm so that cleaners can clean effectively.</p> <p>Staff will have to fulfil roles beyond what they are used to. Teaching assistants will be required to take small groups and deliver lessons at times (under the instruction of a class teacher) and we will all have to support with the cleaning of school throughout the day.</p> <p>There will be a requirement to be very flexible as a staff body. If members of staff become unwell (unrelated to Covid-19) then we will need to ensure that people are suitably placed to 'back-fill' and support one another therefore rotas and positions may change regularly.</p> <p>A provisional structure is at the end of this plan and will be made available to staff in due course. This will then be shared so that staff have time to consult and raise queries.</p>

## Entry/exit of school and movement within

**We need to make plans to reduce the possibility of large groups of the school community gathering at any one time, that very much includes parents. Therefore, entering school 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 acknowledge 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.**

There will be no large gatherings of adults nor children. Where possible, meetings will take place in large spaces (or outside) so that adults can appropriately socially distance. Likewise, there will be no assemblies for children.

School will start at 8.45am for all children when the gates will be opened.

Parents are to be encouraged to walk to school where possible and only one parent will be permitted on the school grounds.

All classes will enter 1 child at a time, one parent will bring a child and not pass the gates. They will line up at 2m distance (like supermarkets), in the areas outlined below. The children will use hand gel at entrance and have their temperature tested then go straight to their classes. TAs in the key worker classes will help supervise this. Mr Martin will be outside to reassure parents and children.

Reception will enter from the front of school, on the left hand side through the football yard and through year 1 entrance to year 1 class. They will use the path at the front of school to line up with their parents.

Year 1 will enter from the gates on Bright Street and through the Reception door, along the corridor to year 3 and 4 classroom.

Year 6 will use the gate from White Ash Lane and go straight to the junior entrance. Key workers will use the main entrance at the front of school, coming from the car park.

This will ensure all groups are safely kept apart.

At home time the children will leave from the same doors. Parents can wait in the yard spaced at 2m intervals in an identified waiting area for their group and children can go to them. They will leave from the same entrance every day.

Again, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. The playground will be open to parents to briefly wait in before their children are released to them. Whilst parents are waiting, social distancing must be adhered to.

Teachers will not be available to speak to unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact teachers through seesaw if they have a query about their day or by phone after school.

The school office is inaccessible. If parents need to speak face-to-face with the office team, then parents need to call to make an appointment. The office will not be open for parents to drop-in to. However, parents can obviously still call and receive support over the phone or via email. A member of the team (Mr. Martin or Gemma) will go to classrooms throughout the day to collect any items brought in to school (money etc) and mobile phones (Y6). Registers will be left outside of the office by the TA in the teaching team.

Children need to move around school in their small groups and not mix with other children. They should stick to their own part of the school whenever possible.

Teachers will need to consider timings of the school day so that contact between different groups of children is limited. A timetable will be shared that includes breaks and lunchtimes.

Where possible (difficult with EYFS) children should remain in the same setting and area of the room throughout the day, even retaining the same seat if they are attending on consecutive days.

The staff room will remain open to adults to prepare refreshments, however strict social distancing must be in place. It is important for your own wellbeing that you see colleagues and I encourage this, but please do not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms.

## Cleaning/hygiene considerations

**In order to contain the virus, a strict cleaning regime needs to be in place. The government have provided very specific guidance about what we should be doing to effectively clean spaces in school. This will require adults that don't normally identify as cleaners to fulfil those duties throughout the day before the cleaning staff are in school to complete a thorough clean.**

**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.**

At various intervals, adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment that will be stored appropriately within the classrooms.

Adults and children are to wash 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 in to their hands. Where possible hand sanitisers are to be made available in classrooms. If they are not in classrooms, groups need to coordinate with one another so that all children can wash hands whilst remaining a sensible distance from one another. Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands.

Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards.

Toileting organisation:

Year 6 and Year 1 will use the Junior toilets only (this will be a potential pinch point and needs to be carefully monitored and managed)

Reception will access the reception toilets

Keyworkers group will access the Year1/2 toilets

If tissues are regularly disposed of throughout the day, where possible bins should be emptied regularly.

All rooms should be well ventilated therefore door should remain open. This contravenes fire safety measures, however the risk of spreading the virus is greater than the risk of a fire. However, if a fire alarm is sounded, you must ensure those doors are closed. This measure will reduce the use of door handles significantly.

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

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>

The cleaning staff will carry out their normal duties and will be directed by Mrs. Hindle. Mrs Hindle will return every dinner time to ensure the Reception base is thoroughly cleaned in preparation for the transition each day and will also clean the toilets at this time.

Remember that hygiene and cleanliness is everyone's priority and should be the first consideration in all activities and actions across the school. Staff areas such as the staff room should be kept clutter free and staff should clean their own cups etc. They should not be left to be cleaned at the end of the day. Food should be stored sensibly and should not be left around to be shared.

### 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.**

Each group will have an allocated space in the playground so that they don't come in to contact with other children from different groups. This will be planned and shared with staff. They will access the outside area through their entrance door from the morning to minimise contact with other groups.

Children are to wear a wristband with an allocated colour. This now forms part of their uniform. They will be able to distinguish between which children they can play with and which children they can't (although they shouldn't come in to contact with other groups anyway).

Games that encourage distancing and little touch need to be made available to the children. However, outdoor equipment should not be used unless we are able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Therefore, each group will need to gather resources from their classrooms or the PE cupboard so that they have dedicated outdoor equipment that is taken out and used exclusively by them. This is then gathered back in at the end of their break/ lunch time. This is much harder to do in Reception, therefore I suggest they only get items out that they know they can clean between group use, such as the bikes, but also have a box of equipment for each group that is used exclusively by them.

Members of staff are to rota themselves in to supervision roles for their group – 1 member of staff per group out at all times. The timings for break times can vary, but they must not conflict with other groups to the point that mixing with groups is unavoidable.

Reception can use their outdoor spaces, but will need to consider how to clean the area before the change over of groups half way through the day.

## 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'.**

Reception children will have gone home at lunch time – they will be collected at 11.50am so the playground will be clear for collection. Mrs. Hindle will return to school to clean the classroom ready for the new group in the afternoon.

Children will bring their sandwiches if they normally do. Those children accessing school meals will receive a school meal as usual.

Key worker group will remain with packed lunches and eat in their room as now. If weather is good they will have the priority of using the benches in the quad area. They will be supervised by the allocated staff on a rota system that allows each member of staff a suitable rest period.

Midday supervisors will be in to support the supervision of the children in school and one will be allocated to each year 1 group and stay with that group. Gemma will also be available to supervise one of the Year 6 groups. Mr Sumner will share supervision with his group and ensure his TA receives the required dinner break. Staff will not be able to all sit in the staffroom at the same time as each teaching group are required to remain in their 'bubble' as much as possible.

The hall will be divided into 2 areas for 2 sittings. Year 1 will go to the hall first while the 2 year 6 groups are taken outside. Each bubble will be allocated their own seating in opposite halves of the hall. Meal choices will be made in the morning and will already be plated at the front of the hatch, avoiding the need for screens between kitchen staff and children. Then the year groups will swap places

Whilst children are outside, members of staff are to have their lunch and appropriately rotate through supervision so that all receive a break. This can continue in to the afternoon lesson time to ensure all are well-rested i.e. the teacher will deliver the start of the afternoon without support staff (or the other way around) so that everyone can have sufficient time.

Lunchtime will finish at 12.45pm and staff will liaise to ensure collection from outside is staggered. This will ensure the yard is clear so that the new reception group can enter school through the prescribed route at 12.55pm.

## Supporting medical needs of children

**We need retain and 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.**

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. Where children are requiring very specific support with medication, they will be prioritised as pupils that should stay with their current class teacher.

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

If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space 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. Once the child is collected, the area will be thoroughly cleaned by a member of staff wearing both gloves and a mask.

The designated isolation spaces are as follows;

The care club room

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. If the test is positive, all children and adults within that group should self-isolate for 14 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.

The DfE guidance states that testing will be available for staff and children if required:

Access to testing is already available to all essential workers. This includes anyone involved in education, childcare or social work – including both public and voluntary sector workers, as well as foster carers. See the [full list of essential workers](#). Education settings as employers can book tests through an online digital portal. There is also an option for employees to book tests directly on the portal.

## Re-establishing routines/expectations

For many the re-establishment of routines will be difficult. 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 the school.

It is important for the transition back to school to involve a routine being put in place swiftly as children prefer routine and it gives them a sense of comfort. However, some families may struggle and it is important for the school to acknowledge this and offer help where needed.

The first day of return should concentrate on teaching the children about the new school routines and expectations.

Children will be very tired (as will staff) by afternoon and so the timetable will need to account for this and organise for more open activities.



## Differences in learning and the recovery 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 shared lessons whereas others will not have engaged at all, which could very well be through no fault of the family. Access to learning resources and bereavements in the family could be factors, so we need to not assume that children just simply couldn't be bothered to access. Our provision now needs to reflect that.

Teachers should pick up where they left off. It cannot be assumed that children now understand the content delivered through home-learning, and we can't afford to widen gaps in understanding by racing through curriculum content in an attempt to try to catch-up. We will not catch-up in a half-term. We will spend the rest of their time at primary school catching up so there is no rush.

During the first week, teachers are to revise some previously taught content in the core subjects, with a heavy focus on basic skills. We must focus on re-establishing them. So, for example, if you are completing some written work in Year 1, I would only care that the children are still able to write on the line, use finger spaces and attempt to use phonic sounds to spell. Similar applies to maths and especially reading. Do not worry about comprehension, make sure that the children remember and apply their decoding skills before then re-introducing comprehension style work.

In terms of recording of work, we will retain what we would normally do, however I have no expectations of content other than to say that I would like the children to be encouraged to be neat. Some will have not physically written for a while and will need to retrain themselves to write neatly, much like we have the same emphasis after Summer. I am categorically not expecting to see planning, marking or assessments. I implicitly trust you to know your children and their needs.

**THE NORMAL CURRICULUM IS SUSPENDED** – but set English and maths work appropriate to the year group expectations. Be free to teach any topic/subject you like but consider the problem with sharing equipment. PE can happen but team games cannot. Dance, Gymnastics, individual ball skills are all possible. Still do Joe Wicks!

Reading books will be an impossibility because they cannot be shared. Reception class will not be EYFS because sharing of group activities and continuous provision is not really possible, although the EYFS provision should be .

This is a very different reality to what school is normally like.

Teachers are being given the freedom to use their discretion to teach the appropriate curriculum to meet the needs of the children on their return.

### **Classrooms**

Working on the guidance from the DfE that "Early years and primary age children cannot be expected to remain 2 metres apart from each other and staff"

- Every child will be allocated their own desk and individual resources. This individual space will not change.
- The minimum equipment will be present in all classrooms. All other resources should be safely stored away.
- Children should remain in the same space as practically as possible for as long as possible – therefore activities and lessons should reflect this need. This will vary in Reception class and will obviously not be expected at all times.
- Cleaning products and wipes will be available in each class and should be used regularly to clean surfaces.
- Doors will remain open at all times and windows should be open to aid ventilation at all times. Avoid door handles etc.
- Present exercise books should be used for recording work, but they will remain in the child's workspace and will not be shared.
- Books should not be taken in by teachers to 'mark' and self marking should be used whenever possible.

- We will allocate an equal amount of IT equipment to each room. This cannot be shared between bubbles and should be wiped down after use.
- **These principles will be extended to key worker base too moving away from present model. This will provide a similar structure across the whole school but will obviously take into account the range of ages in the group.**

Remember that while the social distancing within the classroom will not be 2m at all times, it is important that each bubble tries to put into place social distancing measures within each group. This is going to be very difficult but the need to plan activities where the chance of groups working together should be considered carefully. Always use the outside space as best you can. Use the field, use the quad or the yard.

Also consider the use of printers and photocopiers. We will not be able to share photocopiers without disinfecting them. After use the photocopier should be wiped using the resources left next to it. If everyone used the photocopier individually at the same time then it could become a pinch-point so please ensure that you send any required resources in good time.

#### Online learning for children not in school

**Some children will still not be able to attend school. That will be either because they are shielding or unwell, they are not one of the designated year groups, or their parents are unwilling to allow them to come to school. Irrespective of reason, we still need to provide educational support to those children.**

Home learning will be the responsibility of the staff allocated to the Key Worker groups. I suggest that Claire and Lynda take responsibility for providing resources for year 2 and the Rising Stars curriculum. Paula can provide provision for any Reception children of families who have not elected to send their child to school via tapestry as she will not be teaching a group every morning. Year 3 and 4 will be provided for by their class teachers in the normal way as they will be working within a largely staffed Key Workers group and they should support the online Year 5 provision in conjunction with Kathryn.

Seesaw and Tapestry will continue as a mechanism for home-learning and support for parents. However, it is entirely unreasonable to expect teachers to commit time to it and have to support in class without additional resources (time) to do so. Therefore, staff within each group will have to manage themselves throughout the day so that non-contact time can be accessed for all teachers having to offer home-learning tasks. School will finish at 12.45pm on Friday afternoons so that all staff receive adequate PPA time, working from home if required. Those teachers on part-time contracts will retain their usual working pattern and receive PPA through the additional non-contact time arranged as part of your staff group. Staff will have to work flexibly and in a co-ordinated way to ensure that either the classroom provision or online provision is shared. This is a strength of Moor End and I would anticipate that this can be organised between staff and teams in the most effective way, while still providing the PPA time.

Part time staff will retain their normal PPA slots.

We need to recognise that while we are providing provision within school for those identified groups, we should not ignore those children from within those groups who are kept at home due to parental decisions.

The key worker group will remain in school to the end of the school day on Friday to maintain this important provision as is now the case. This will be staffed by TAs to allow teaching staff to access their PPA on Friday afternoon.

I will communicate these changes to parents so that they know that teachers will now become less active on Seesaw for those year groups in school as they will now have further teaching responsibilities and that work is still likely to be set on Seesaw but there will be reduced communication and contact from teachers on the platform.

### **Childcare provision – Key Workers**

The childcare provision needs to continue running so that we support key worker families. Some of the children that are attending the childcare provision will be able to access the classes that are now open.

The childcare provision is to be moved to the Year 2 classroom. Staff will be on a rota to support this group also. The numbers in the childcare provision will be reduced given that some of them will now be attending school as they are in the specific returning year groups. A staff rota using all of the regular staff times has been produced. At times this will have a lot of staff and those additional staff may be asked to carry out duties away from the group, such as assisting with the start and end of day routines.

It is anticipated that when there is a lot of staff available on days when there are few child accessing the key Worker provision, those staff will carry out duties such as the re-organising of the library with new books, Backing displays in the corridors and hall etc. We can use the time to prepare the building for a full return.

These staff must not be allocated duties that impact on any of the bubbles and social distancing protocols must be adhered to when carrying out these duties across the school.

### **Pastoral support and safeguarding**

We should be mindful of the various experiences our children and families have encountered across the lockdown period, and will continue to do so. Anxiety of children, parents and staff will still be high and we will need to work hard to re-establish their wellbeing. (see below)

First Aid

All usual safeguarding procedures are still in place and the use of CPOMs etc will still apply.

Gemma will continue her normal role as learning mentor and she will be available to council or talk to children when the need arises.

One to one sessions can continue but she must adhere to strict social distancing rules when doing so. Her room allows for the relevant spacing to be easily achieved. She will not enter the classrooms but will constantly check in on groups and staff from classroom doorways. Family support meetings and CP meetings will continue using skype or zoom technology as is familiar during the lockdown period.

Normal First Aid Procedures will apply. Each class has a qualified First Aider who will assess any needs. Bumped heads etc. will be sent to Mr. Martin and follow any recommendations e.g. to go home. Children will wait in Care Club.

**Sensory needs and separation anxieties**

Many children will be looking forward to the return to school but will find being around people difficult, frightening and overwhelming, particularly if we move rapidly from social distancing to a return to school. We will need to be aware of this and support it. For some children this will be exacerbated by a fear of people in general. Having experienced weeks, or even months, of social distancing, children will have received an implicit message that other people are dangerous. Further, their experience of other people, beyond their immediate family, within their personal space will have been limited. For many the hustle and bustle, movement and number of people in school will be difficult. We need to be aware that many will express their sensory issues and anxieties about the proximity of others physically.

We will be aware of any sensory issues being highlighted and it is imperative that there is control in walking around the setting so that this can be controlled well. Staff will need to make particular effort in making sure classrooms are relatively quiet spaces so that those that are not used to the noise and find it upsetting can adjust.

Children will be made aware this could be an issue and should speak with a member of staff if they feel they need some down time.

All staff to be vigilant, looking for signs of stress.

Staff need to also be aware that a lot of the children haven't left their families for a long while and they might find it difficult to leave them. Teachers are to plan settling in activities as the children enter (particularly the younger children) so that they don't feel additionally upset or anxious.

**Special needs**

The impact of all these issues will be even greater for those with special needs. Their learning will have been impacted as will issues of being or not being in school, managing change, routines and anxieties. There will be particular issues with managing transitions into school and where there is a change of setting.

For most of our SEN children the biggest hurdle will be expectations of behaviour, establishing routine again and reassuring them that all is ok.

The groups should have a visual timetable every morning to reassure the children how the day will look.

The class will need excellent behaviour management using positive reinforcement as many children will have forgotten how to behave (shouting out, talking over each other, poor language).

Children will not remember how to behave immediately and may take a couple of weeks to get those good habits back, so patience will be a virtue!

If behaviour is an issue for individual children and that leads to us not being able to ensure the safety of others, in terms of the virus control, then we may seek to suggest that those children are on reduced timetables as they transition back to school. For example, if younger children bite others and they don't learn that this is not appropriate very quickly, then we will need to seek additional guidance about the suitability of their attendance.

**Transitions**

Transition arrangements are going to be incredibly important to how effective a return to school is and also how secure and safe the children feel in their new academic year.

Assuming that children return to school before the end of term for at least a month, as suggested by government, then we will be able to plan transition effectively. With Reception and Year 6 already being in school for a full half-term, we will be able to ensure that they transition to Year 1 and high school well. Other year groups may need additional time and we can plan this in for the remainder of the year but also in the next academic year. We will not be forced to have rushed transitions. However, we will need to be very aware of the fact that children will arrive in new year groups at varying level of academic ability, lower than what is typical for that time of the year. We will then spend the rest of their time at Moor End 'catching up'. This will be a longer term consideration

## Uniform

Most children will have grown over the time that they have been out of school and so their uniform may not fit. Particularly if we go back to school on short notice, many parents will struggle to get new uniform for their children. This may be exacerbated by financial issues faced by parents without work and issues related to production, import and sale of non-essential goods. So, we will need to consider relaxation of our uniform. Children will need to be welcomed back into school, not penalised for not having the right uniform.

We will not enforce the rules on school uniform for the summer term. Children will be encouraged to wear practical clothing to school that has a dual purpose and prevents the need to change for Physical activity. Parents will be recommended that children change their clothes daily, however this might not be possible for all families and should be taken into consideration at all times.

The rules regarding jewellery will not be relaxed.

An addition to the uniform will be a rubber wristband. The children will be placed in to their groups and receive the appropriate wristband on their first day. They will be expected to wear that wristband whilst they are at school.

The colour will ensure that children know which other children they can mix with in their year group. And it will be very easy for other adults to spot children mixing and discourage it from happening.

## Teaching rooms and Organisation

Year Group	Classroom base	Staff	Notes
<b>Reception</b> Part time, split mornings and afternoons 2 x 14 children	<b>Year 1</b>	Am <b>Jo Walker</b> <b>Trish Ainscough</b>  Pm <b>Paula Holdsworth</b> <b>Lizzie Bradshaw</b>	Room needs to be cleaned between transitions at lunchtime. This includes equipment etc. Mrs Hindle will return to do this
<b>Year 1</b>	<b>Year 3</b>	<b>Mel Crowther + Sharon Ellis</b>	
	<b>Year 4</b>	<b>Gill Woods + Nicola G</b>	
<b>Year 6</b>	<b>Year 5</b>	<b>Kathryn F + JK</b>	
	<b>Year 6</b>	<b>Phil S+ Debbie G</b>	
<b>Key workers</b>	<b>Year 2</b>	<b>Claire Lunden</b> <b>Lynda O'Brien</b> <b>Marcia Turner</b> <b>Janis W</b> <b>Rachelgeldeard</b> <b>Sue Barron</b> <b>Julie Harrison</b> <b>Leanne Bradshaw</b> <b>Michelle sommerville</b> <b>Carla Mc</b>	Teaching staff to upload seesaw activities for other year groups who are at home and maintain home learning  Also cover the office when required
	This group will be a different size each day as per lockdown.. Staff will attend on their normal contracted days at the normal times. The teaching staff need to take responsibility for the online workload of those teaching full time in the classrooms so they don't have double the planning to do. A list of other activities for staff can and will be established for the days as it will not need 8 staff at all times. This could include backing displays in corridors, organising the library etc. ready for a possible full return in September. They will also be available to step into a bubble in the case of illness. They will also be used at the start of the day to help facilitate the children's arrival.		

## Key Workers Group

	8.30am	8.45am – 1.00pm	1.00pm – 2.00pm	2.00pm – 3.30pm
<b>Monday</b>	Gemma, Rachel, Marcia, Lynda, Janis	Rachel, Marcia, Lynda, Janis, Julie H, (11.00pm start), Sue, Michelle, Carla, Leanne	Rachel, Marcia, Lynda, Janis, Sue, Carla, Leanne	Janis Rachel, Marcia, Lynda, Julie H (3.00pm finish), Carla
<b>Tuesday</b>	Gemma, Rachel, Marcia, Lynda, Janis	Rachel, Marcia, Lynda, Janis, Julie H (11.00pm start), Sue, Michelle, Carla, Leanne	Rachel, Marcia, Lynda, Janis, Sue, Carla, Michelle	Janis Rachel, Marcia, Lynda, Julie H (3.00pm finish), Carla
<b>Wednesday</b>	Gemma, Rachel, Marcia, Lynda, Janis	Rachel, Marcia, Lynda, Janis, Julie H (11.00pm start) Sue, Michelle, Carla, Leanne	Rachel, Marcia, Julie H (3.00pm finish), Sue, Carla, Michelle PPA for Claire, Lynda and Janis	Rachel, Marcia, Julie H (3.00pm finish), Carla
<b>Thursday</b>	Gemma, Rachel, Marcia, Claire	Rachel, Marcia, Claire Julie H (11.00pm start) Sue, Michelle, Carla, Leanne	Rachel, Marcia, Lynda Julie H (3.00pm finish), Sue, Carla	Rachel, Marcia, Julie H (3.00pm finish), Carla
<b>Friday</b>	Gemma, Rachel, Marcia, Claire	Rachel, Marcia, Claire Julie H (11.00pm start) Sue, Michelle, Carla, Leanne	Lynda, Julie H (3.00pm finish), Sue, Carla	Lynda, Julie H (3.00pm finish), Carla PPA Rachel, Marcia plus all other teaching staff not already identified
<b>Notes</b>	If possible, to rotate these so we can provide provision from 8.00am for those key workers who need it?	Highlighted staff are required for start of day organisation for 15 minutes (see below)	Between 12 -12.45pm organise staffing to cover dinners but also ensure staff get dinner time too	Some will be used for end of day organisation for 15 minutes (see below)

Entrance organisation

Reception – Entrance from path from White ash Lane	Year 1 – Entrance from Bright Street	Year 6 – Entrance from White Ash Lane Ginnel
Gate – Gemma	Gate – Claire/Lynda	Gate – Rachel
Top of yard – Carla (Temperature check and hand sanitizer)	Entrance to school – Sue (Temperature check and hand sanitizer)	Entrance to school – Marcia (Temperature check and hand sanitizer)
Entrance to Classroom – Teacher + TA	Entrance to classroom – Teacher + TA	Entrance to Classroom – Teacher and TA
Andy Martin will move between groups and oversee the entrance after unlocking the gates		