

Moor End Community Primary School September 2020 Returning to School Protocol and Procedures



In line with the Department for Education's instruction, it is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term – Thursday 3rd September 2020 (1st Sept/Staff INSET).

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

"We are asking schools to prepare for all pupils to return full-time from the start of the autumn term, including those in school-based nurseries. Schools should not put in place rotas.

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

1. a requirement that people who are ill stay at home
2. robust hand and respiratory hygiene
3. enhanced cleaning arrangements
4. active engagement with NHS Test and Trace
5. formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible"

Many of the protocols and procedures that were implemented during the summer term will remain the same in the autumn term with the expectation that they will further embed so that children who did not attend in the summer term will themselves adopt the measures also.

All protocol and procedures are aligned to the Risk Assessment of Schools document (appendix 1) that has been produced using a LA-approved template following 'Guidance for full opening: schools' (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction>). It is a legal requirement to review and update the previous risk assessment.

"The following plan outlines relevant detail from the government's guidance with further detail about how Moor End Primary School will adopt measures and ensure compliance to the statutory elements within. The aim of this plan is to minimise the risks, whilst acknowledging that we can't negate them entirely."

All elements of the system of controls are essential. All schools must cover them all, but the way different schools implement some of the requirements will differ based on their individual circumstances...The system of controls provides a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks.

Within the government guidance, the systems of control that schools should adopt are clearly listed. This document will outline those systems of control and how Moor End Primary School has made them appropriate to our specific context and circumstance.

"System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

- 1)** minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, **do not attend school**
- 2)** clean hands thoroughly more often than usual
- 3)** ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4)** introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5)** minimise contact between individuals and maintain social distancing wherever possible
- 6)** where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

- 7)** engage with the NHS Test and Trace process
- 8)** manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9)** contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant."

Numbers 7-9 above may require school to share pupil/parent contact information with public health officials. This sharing of information is permissible under current law and is in line with data protection guidance covering schools.

Section 1: public health advice to minimise coronavirus (Covid-19) risks.

Systems of control	Action
<p><i>Prevention</i></p> <p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p>	<p>If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 7 days, they are not to attend school. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again before the autumn term.</p> <p>If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.</p> <p>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. The room that the child utilised will be immediately cleaned with Protect+ solution (or bleach) and the children/adults will wash their hands thoroughly for 20 seconds.</p> <p>In terms of PPE, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace.</p> <p>There will also be a designated toilet assigned to children who fall ill. Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing both gloves and a mask.</p> <p>The designated isolation spaces/toilets are as follows;</p> <p>Care Club room</p> <p>The child should then be tested for coronavirus. If the test is negative the child can 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.</p> <p>Whether or not the whole bubble will close is dependent on the conditions of the day, rather than waiting for a test result.</p> <p>Cases of COVID-19 should be reported to The Lancashire Public Health Team</p>
<p><i>Prevention</i></p> <p>2. Clean hands thoroughly more often than usual.</p>	<p>Adults and children are to wash their hands on the following occasions:</p> <ul style="list-style-type: none"> - Entry to school - Before/after break times - Before lunch - When they change rooms - Before leaving school - Anytime that they visit the toilet or cough/sneeze in to their hands. <p>Additional hand sanitisers pumps have been purchased and are stationed in each classroom as well as additional hand sanitisers at appropriate points in school i.e. the reception desk for visitors and staff upon arrival and the photocopying areas for increased hygiene as a 'pinch point' in the school.</p> <p>Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands. Children may also use moisturiser supplied from home when required.</p>

	<p>If a child cannot appropriately wash their hands, then skin friendly skin cleaning wipes can be used as an alternative. Where required, staff are to request these packs from the office.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year during 'Step-Up September' when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of our culture and behaviour expectations.</p>
<p>Prevention</p> <p>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</p>	<p>During the first few weeks, children will be reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown in to the lidded bins in each classroom and their hands must be cleaned afterwards.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks. This is not a reason to deny these pupils face-to-face education.</p>
<p>Prevention</p> <p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>	<p>At various intervals (as per the cleaning schedule), adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment in a caddy. It will be stored appropriately within the classrooms.</p> <p>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. Toilets are to be cleaned regularly.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings). This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.</p>
<p>Prevention</p> <p>5. Minimise contact between individuals and maintain social distancing wherever possible.</p>	<p>The purpose of 'bubbles' is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Moor End Primary will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible.</p> <p>Planned September transition can no longer occur as hoped. Children will need to return to their new Classteacher on the first day in September.</p> <p>Grouping the Children</p> <p>There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result.</p> <p>The DfE guidance reads as follows:</p> <p><i>"In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of</i></p>

controls and increase the size of these groups."

Within the government guidance, it recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. This has implications for NHS Test and Trace should there be the need to contact parents of children as a result of a positive case. The guidance also advises that siblings may be in different groups and encourages schools to use measures as best they can as it will still reduce the network of possible direct transmission.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum, however now that we are in phase bubbles, the necessity for this to happen is very unlikely.

Measures within the classroom

Adults are to encourage children to maintain a distance between one another whilst inside and reduce the amount of time that they are in face-to-face contact with one another. Where circumstances allow, adults are to try to distance from children and one another.

Children with additional needs should receive as much support as normal but adults are to be extra vigilant and mindful of their face-to-face time with the children and reduce this where possible.

Classrooms need to be adapted to support distancing where possible. If tables are used, they should face the front and children should sit side-by-side, not facing one another nor side on. Classrooms will be prepared as such ready for September.

Measures elsewhere

There will be no whole-school events where children and adults are required to congregate. Assemblies will be limited to video assemblies by the Headteacher.

Use of the staff room should be minimal. The staff room will remain open to adults, however strict social distancing must be in place and where possible. 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.

Measures for arriving at and leaving school (inc break/lunch times)

The start and end time of school will vary for each phase bubble:

See addition at end of document.

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

Parents mustn't congregate at the 'drop-off' point, they must instead arrive on time and then depart.

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 or Tapestry if they have queries about the day or they can call to make a phone appointment.

The school office is not to be accessed by parents unless through prior arrangement via a call or email. The office will not be open for parents to drop-in to. The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can obviously still call and receive support over the phone or via email. A member of the team will go to classrooms throughout the day to collect any items brought in to school (money etc) and mobile phones (Y6).

Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. Disposable face-coverings must be placed in a lidded bin. The wearer must then clean their hands.

Other considerations

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Likewise specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of school procedures and they must adhere to them. A pamphlet of these will be provided alongside the normal safeguarding procedures.

Where contractors can attend outside of school hours they should. If that is not possible, they should follow all procedures as determined by school.

A record of all visitors must be kept to support NHS Test and Trace.

In terms of classroom resources, for regularly used stationery, children will all have their own individual set that is not to be shared. Other classroom resources like books and games can be used within the bubble but should be cleaned following use.

Shared resources, like art/science equipment should be meticulously cleaned between use or rotated to allow 72 hours between use to ensure they are safe.

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 gathered back in at the end of their break/ lunch time and cleaned.

Pupils should not bring anything additional from home. There can be no 'show and tell'. However, children can now take books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours before being returned to the library. A box is provided in each classroom for this purpose.

Teachers can now take books home (and return them freely) to assess or use to support planning etc. This is also true of library books.

Prevention

6. Where necessary, wear appropriate personal protective equipment (PPE).

PPE should only be used for two reasons; where an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support).

The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:

- Face masks
- Aprons
- Gloves of various sizes
- Face shields (limited quantities)

Children need to know that some adults might be wearing PPE and that it is 'ok'.

Response to any infection

7. Engage with NHS Test and Trace.

Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.

They will be required to book a test and provide details of anyone that they have been in close

	<p>contact with. They will then be obliged to follow the 'stay at home' regulations.</p> <p>Anyone who displays symptoms of coronavirus can and should get a test following the flowchart response.</p> <p>If school thinks that the family of the symptomatic child/adult is unlikely to book a test appropriately, we will provide a home testing kit. We should receive these before the start of the autumn term and they will be stored in the Medical Room. Given the potential low numbers of kits, they will only be issued with the agreement of either JW or AR.</p> <p>Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.</p> <p>If the test result is negative, the child can return to school assuming they would do so under normal circumstances.</p> <p>If the test result is positive, the child and family need to follow the 'stay at home' guidelines.</p>
<p>Response to any infection</p> <p>8. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.</p>	<p>School should contact the local health protection team at LCC</p> <p>School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.</p> <p>The admin team will prepare a report that shows the contact details of each member of the phase bubbles to support the contact tracers.</p> <p>School will inform parents of the infection, according to the flowchart, but we will not reveal the name of the infected child/adult.</p> <p>Those contacted or sent home must self-isolate for 14 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go in to full isolation following stay at home guidance and have the test. If the symptomatic child's test is negative, they must continue to isolate for the remainder of the 14 days. If the result is positive, they must inform school immediately and isolate for at least 7 days from the onset of symptoms.</p> <p>Moor End Primary will not (as per the DfE instruction) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.</p>
<p>Response to any infection</p> <p>9. Contain any outbreak by following local health protection team advice.</p>	<p>Keep in contact with our health protection team.</p> <p>If school has 2 or more confirmed cases within a 14 day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout.</p> <p>This could result in a phase bubble lockdown, a school closure or/and a mobile testing station being established in school.</p> <p>Testing will focus on the affected classes, then their year groups and then the remainder of school if required.</p>

Section 2: School operations

Aspect of school	Action
<p>Transport</p> <p>There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none">• by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only• by public transport services, we mean routes which are also used by the general public	<p>Dedicated school transport</p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport. Therefore, school trips using coaches can still occur as long as the children travel in their consistent bubbles.</p> <p>If children are travelling via coach to a trip, for example, they are expected to adhere to the systems of control still i.e. good hand hygiene and distancing where possible.</p> <p>School will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.</p> <p>Wider public transport</p> <p>Children should not attend trips or visits if they are required to use public transport to get there. This seems like an unnecessary risk for Moor End Primary to instigate.</p>
<p>Attendance</p> <p>Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.</p> <p>School attendance will therefore be mandatory again from the beginning of the autumn term.</p>	<p>Attendance expectations</p> <p>School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.</p> <p>School will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as we did pre-covid and any absence will be followed up.</p> <p>Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authority's code of conduct).</p> <p>Pupils who are shielding or self-isolating</p> <p>If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. Moor End Primary will support those parents through dialogue with the school nurse team so that appropriate advice can be offered and leeway afforded.</p> <p>Where children can't attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p>Pupils and families who are anxious about return to school</p> <p>If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance – this could be via a Teams/Zoom meeting.</p> <p>These pupils are to be identified by school. Jan has called those parents who have children not engaging in home learning already and she has made a record of calls to families where vulnerabilities exist.</p>

<p>School Workforce</p>	<p>Staff who are clinically vulnerable or extremely clinically vulnerable</p> <p>Moor End Primary School has planned to follow the full measures within the guidance, therefore most staff will return to the workplace as normal.</p> <p>Those members of staff that received a letter to say that they were extremely vulnerable and advising them to shield can also return as normal given that shielding comes to a close on 1st August. However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.</p> <p>Deploying support staff and accommodating visiting specialists</p> <p>As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason.</p> <p>Supply teachers and other temporary or peripatetic teachers</p> <p>Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing.</p> <p>Likewise, sports coaches and IT tutors will be permitted to teach various groups of children assuming that they are able to follow stringent distancing also. These will need to be consistent people, not changing week-to-week.</p> <p>Staff taking leave</p> <p>The government has set a requirement that people returning from some countries will be required to quarantine for 14 days.</p> <p>Where staff are required to quarantine after returning from holidays, they need to understand that any period of absence is not authorised given that they are knowingly becoming absent from work. No home-working role is available to those adults therefore staff would be determined as being absent without leave.</p>
<p>Safeguarding</p>	<p>All existing pre-covid safeguarding measures will return as normal, however Gemma will need to consider additional time to 'catch-up' with those children requiring additional pastoral support as a result of prolonged absence from school.</p>
<p>Catering</p>	<p>The expectation is that the school kitchen will be fully open in Autumn term.</p> <p>LCC have issued it's own risk assessment for staff who work within the kitchen.</p>
<p>Lunch and break times</p>	<p>Midday supervisors will continue to support the supervision of lunchtimes but they will be allocated to phase bubbles that cannot mix</p> <p>A rota will be drawn up to ensure that only members of staff within appropriate bubbles supervise their bubbles at break times. The playground will be split in to zones and allocated to bubbles to avoid any cross-contamination.</p> <p>See additional information at the end of this action plan.</p> <p>On some occasions, support staff will be required to help to supervise the children whilst they eat and then support in cleaning the room before children go out for their playtime.</p> <p>Whilst children are outside, members of staff are to have their lunch. This can continue in to the</p>

	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 if there are not enough midday supervisors to support. Staff may go home for lunch assuming someone is supervising the children appropriately during that time
Estates	Teachers need to ensure that classrooms have good ventilation (open windows and doors).
Educational Visits	School trips are permitted to resume however the risk of compromising the integrity of bubbles by mixing with other schools attending venues or using coaches that have also been used by other schools, does not seem conducive with guidance.
Wraparound care	<p>Wraparound care is permitted to commence. Children attending wrap around care will ideally need to be kept in separate phase bubbles, however that might not be possible due to limited staff numbers and children attending therefore the children will need to remain in small consistent bubbles, observing very good hand hygiene.</p> <p>This will move to the hall to ensure more space is available.</p>

Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
<p>Curriculum expectations</p> <p>The key principles that underpin government advice on curriculum planning are:</p> <p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to</p>	<p>Moor End Primary School will not have a 'recovery curriculum'. We will instead apply our curriculum model in its fullest and identify gaps in core learning that need to be negated over a period of time, with additional intervention for those year groups that have less time to 'catch-up'. However, we will have a period of adjustment in September.</p> <p>During this period, children will be reminded of all of their hard work during the previous year and we will 'reset' the expectations so that children know that we are expecting of them on their return to school i.e. great learning behaviours.</p> <p>Our September 2020 curriculum will be as planned, however more time needs to be given to planning the non-core elements so that our curriculum offer is aligned to our improvement plan.</p> <p>We will return to the normal teaching of all subjects in the autumn term</p> <p>Formative assessment will be used to a greater extent so that teachers can tailor the learning journeys. Attainment data will be required by October half term to assess the stages the children are at after a period of settling in. This is to ensure we have an accurate measure of the children's attainment and can then create a catch up element to our SDP.</p> <p>Remote education will become a focus in the sense that it will become integrated in to the school curriculum. Classteachers will retain the use of Seesaw and tapestry and upload information to class stories to maintain contact and links with parents. Oak National Academy lessons will be used periodically throughout the curriculum so that children are comfortable with the content and format in readiness to reverting to that way of working should local lockdowns or a national lockdown be imposed. INSET in September will also focus on the introduction of Google Classroom as a platform.</p> <p>The Relationship and Sex Education element of our new curriculum will be planned and consulted on with parents shortly after the summer holiday. There is now leeway to defer the implementation of that curriculum content until the summer term 2021.</p> <p>We will use the 'Jigsaw' scheme and weekly sessions have been timetabled for each class and weekly</p>

educate pupils remotely, where this is needed.	assembly goals and superstar of the week certificates will be linked to the themes to create a whole school pastoral approach.
Specific points for early years foundation stage (EYFS) to key stage 3	<p>For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</p> <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</p>
Music	Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments will be re-evaluated as guidance is provided.
Physical activity in schools	<p>PE lessons are still to take place. Where possible, they are to take place outside as transmission of the disease is reduced in the outdoors.</p> <p>The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p> <p>Contact sports are to be avoided.</p> <p>External coaches can still be used to deliver PE sessions as long as they also follow the protective measures. A sports Coach – Rob Stark – will take only the Reception Class and Year 6 pupils every Friday to ensure consistency.</p>
Pastoral support	<p>The pastoral team will ensure that appropriate materials are on hand to support children’s wellbeing. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Where issues arise, Gemma is to be informed so that specific interventions can take place. Gemma will need to ensure that she distances appropriately during meetings given that she will be required to work across phases.</p>
Behaviour expectations	<p>The current approved behaviour policy will still apply.</p> <p>Jigsaw PSHE will be used as an added way of emphasising our existing policy.</p>

Section 4: Assessment and accountability

Aspect of school	Action
Primary Assessment	<p>All statutory assessments (other than the Reception Baseline) will take place in the academic year 20/21 in accordance with the usual timetables. The tests are as follows:</p> <ul style="list-style-type: none">• the phonics screening check• key stage 1 tests and teacher assessment• the year 4 multiplication tables check• key stage 2 tests and teacher assessment• statutory trialling <p>Moor End Primary will prepare for these tests in the same manner as has been done in previous years.</p>

Section 5: Contingency planning for outbreaks

Aspect of school	Action
A local outbreak	<p>If school is made aware of a local outbreak, the PHE health protection team or the local authority may advise school to close. Preparations will be made by way of a contingency plan so that learning can still continue and the community can remain safe.</p>
Remote education support	<p>Moor End Primary School needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown.</p> <p>Our immediate response will be the following:</p> <ul style="list-style-type: none">➤ Children are to take home their individual stationery packs and their current exercise books➤ Adults will share lessons via Seesaw or Tapestry, often in reference to Oak National Academy lessons that are tailored for every objective in the primary curriculum (EYFS coming soon).➤ Teachers will then be able to meet with children that require additional support through MS Teams online. Those children not requiring support to complete work will not be required to log on for a Teams meeting.➤ Children will be able to take photos of their learning and upload to the Seesaw page so that teachers can monitor progress and offer supportive feedback if appropriate. <p>Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning. More detail on Oak National Academy can be found here (https://www.thenational.academy/information-for-teachers).</p> <p>Where children can't access the internet, children will receive home-learning packs (paper-based) to complete. However, efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household. The existing devices will be re-distributed to those eligible families.</p> <p>The principles for delivery will be as follows:</p> <ul style="list-style-type: none">➤ Children will receive learning opportunities for a range of subjects each day➤ Learning will be sequenced as per our current curriculum model➤ High quality explanations will be made by the teacher using video links from school or through curriculum resources such as Oak National➤ Work will be checked through uploads to Seesaw or tapestry

- Teachers will be available so that they can further tailor the learning as a result of feedback. Often this will be after the Oak National Academy lesson has been completed.
- Lessons will be of the equivalent length of a normal school day.
- Oak National content that specialises in SEND will be offered accordingly, alongside packages made available through the learning support team.

Dinner Time Organisation

1 st Dinners		11.45am – 12.30pm
	Nursery	Jodie Christie, Gemma, Amelia
	Reception	
	Rising Stars	Michelle
	Year 1	Carla (GC), Christine Heywood
	Year 2	Jane B
Gemma/Amelia in hall serving		

2 nd Dinners		12.30pm- 1.15pm
	Year 3	Jane B
	Year 4	Michelle (Mon, Tues, Thursday Friday) Amelia (Wed)
	Year 5	Gemma
	Year 6	Christine H

Classes must be taken to the hall for the times above.

At the end of dinner time the classes will be lined up outside and collected by the teacher at the times above as staff need to move from Key stage one to keystage two.



Arrival Time	Year Group	Location	Staff	Notes	Departure Time	Location	Staff	Notes
8.45am to 8.55am	Early Years	Bright Street Reception door	Early Year's staff	Big gates open. Split up entrance into 2 sides using markers	3.00pm	Bright Street Reception door	Early Year's staff	
	Rising Stars	Bright Street Year1/2 entrance	Mr. Martin			Bright Street Year1/2 entrance Wait in area in yard	Class teacher	Designated waiting area will be identified for each class. Parents wait there to collect.
	Year 1	Bright Street Year1/2 entrance	Mr. Martin			Bright Street Year1/2 entrance Wait in area in yard	Class Teacher	
	Year 2	Main entrance	Gemma	Year1/2 entrance Move round to football yard		Class Teacher	Parents wait in yard to collect and leave along path to White Ash Lane	
9.00am – 9.10am	Year 3	Ginnel off White Ash Lane Junior entrance	Jill		3.15pm	Ginnel off White Ash Lane Junior entrance	Class Teacher	Designated waiting area will be identified for each class. Parents wait there to collect.
	Year 4	Ginnel off White Ash Lane Junior entrance	Sandra			Ginnel off White Ash Lane Junior entrance	Class Teacher	
	Year 5	Year 1 entrance	Mr. Martin	Walk down corridor then through the hall		Year 1 entrance	Class Teacher	Walk up corridor then through the hall collected from top yard
	Year 6	Office Main entrance	Gemma	Wait on gravel path		Office Main entrance	Class Teacher	Wait on gravel path

Any child arriving outside their allocated time will have to wait in the shelter at the front of school and the child will be marked as late.

Those with siblings will have to move from one allocated area to the next.

Staff will be unable to meet parents either before or after school.

Parents will be encouraged to social distance while waiting.

Where classes are using the same entrance to leave please wait for each class to leave in the normal way.

