**ST CHAD’S CE (VC) PRIMARY SCHOOL**

**FULL RE-OPENING PLAN - September 2020**

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| **OUR KEY PRIORITIES**   * To maintain a safe working environment in school for all staff and children * To prioritise the wellbeing of all staff and the wellbeing of all children * To ensure learning and pastoral support is highly effective and leads to improved outcomes quickly * To minimise levels of anxiety within and across the community | |
| **Issue** | **Future Planning** |
| **Safety and wellbeing** | We all understand and appreciate why schools need to re-open as:   1. prolonged absence from school is concerning academically, socially - and for some children, from a welfare and safety perspective; and 2. the long-term impact of a deep recession, particularly on the poorest families, will be very damaging.   It is important to balance the public health risks in the short term (related to the transmission of the virus) with longer term public health considerations. If a child loses out on education, this can have an impact on that child across their whole lives – their economic prosperity and long-term health. Children benefit hugely from being at school; we all know and believe this.  The safety and wellbeing of our staff and pupils is paramount. School and Trust leaders are being asked to exercise discretion and good judgement at this time to suit their context and in the best interests of their pupils, parents and communities. |
| **Attendance** | The usual rules on school attendance will apply from September, including:   * parents’ duty to ensure 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   A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus. **Where this is the case, DfE expects schools to be able to immediately offer these pupils access to remote education.** |
| **Visitors to School** | **Deploying support staff and accommodating visiting specialists**  Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying LSA’s assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.  Schools can continue to engage supply teachers and other supply staff during this period. Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible.  DfE strongly encourage schools to consider hosting ITT trainees. There is otherwise a risk that insufficient training places will be available.  The DfE have said that teachers are permitted to move between bubbles. |
| **Extra-curricular provision including nursery** | Schools can now consider resuming any breakfast and after-school provision from the start of the autumn term. This is likely to be logistically challenging, particularly for clubs like ours that would normally offer support across year groups,  DfE advises that schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.  At St Chad’s we will create 4 alphabetical zones A-D before and after school bubbles  **Zone A** – Nursery children (AM/PM – nursery building)  **Zone B –** Reception children(AM hall/PM nursery building)  **Zone C –** YR1, YR2 & YR3 (AM/PM hall)  **Zone D –** YR4, YR5 & YR6 (AM/PM hall)  Sessions will need to be booked in their entirely each week (Monday through to Friday) and will be allocated and fixed on a first come – first served basis. So for example a child who requires before school child care on Mondays, Wednesdays and Fridays would need to book the sessions on a Tuesday and a Friday too. This is so we can limit the number of children using the facility to 40 across the week.  Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. **As with physical activity during the school day, contact sports should not take place.** |
| **Curriculum Principles** | **Pupil wellbeing and support**  Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.  We will need to consider the provision of pastoral and extra-curricular activities to all pupils designed to:   * support the rebuilding of friendships and social engagement * address and equip pupils to respond to issues linked to coronavirus * support pupils with approaches to improving their physical and mental wellbeing   We will want to teach an ambitious and broad curriculum in all subjects, but make use of existing flexibilities to create time to cover the most important missed content – prioritise within subjects the most important components for progression.   * While substantial modification to the curriculum may be needed at the start of the year, schools should aim to return to the school’s normal curriculum in all subjects by summer term 2021. * Plan on the basis of the educational needs of pupils. * Develop remote education so that it is integrated into school curriculum planning.   “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”. DfE.  We understand that children make good progress across the curriculum and in individual subject disciplines when we build on what they already know and what they can already do.  Following detailed and robust assessment against learning journeys, schemes of work will be developed to ensure all children reach the met standard as quickly as possible. This may mean that one subject is taught multiple times a day so that all the objectives can be taught, practised, consolidated and mastered before moving on. Where other subjects e.g. humanities can be used to support the teaching of subjects above these will be integrated but the objectives taught will not be from the humanities curriculum, but rather from the curriculum areas identified above.  **Physical activity**  Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and **contact sports avoided**.  Outdoor sports will be prioritised where possible, and large indoor spaces used **only** where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. |
| **Remote Education** | For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus.  In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils. |
| **Resources** | **Advice and Guidance from the DfE says**   * It is recommended that staff and pupils have their own items that are not shared e.g. pens and pencils * It is recommended that pupils limit the amount of equipment they bring into School each day to essentials, such as lunch boxes, hats, coats, books, stationery. * Classroom based resources such as books and games can be used and shared within the bubble, these should be cleaned regularly, along with all frequently touched surfaces * Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of read for 48 hours (72 for plastics) between use by different bubbles * Outdoor play equipment should be more frequently cleaned * Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. |
| **Assessment and Accountability** | **Inspection**  Routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations and will not result in a judgement. A brief letter will be published following the visit. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public. In addition, Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding.  It is intended that routine Ofsted inspections will restart *from* January 2021, with the exact timing being kept under review.  **Primary assessment**  Statutory primary assessments will take place in summer 2021. The early year’s foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:   * the phonics screening check * key stage 1 tests and teacher assessment * the Year 4 multiplication tables check * key stage 2 tests and teacher assessment   The statutory rollout of the reception baseline assessment has been postponed until September 2021. |
| Contingency planning for Outbreaks | **Process in the event of local outbreaks**  If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread.  The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice.  DfE has published local lockdown guidance. |
| Minimising the spread of the infection while re-opening to more pupils. | The main and most pressing logistical consideration for school is determining group or bubble sizes for September. The DfE has said that, ideally, bubbles will be kept as small as possible, i.e. the size of a class. However, where this restricts a school’s ability to deliver a full curriculum, schools have the flexibility to implement year group bubbles.  The DfE has recognised that strict social distancing will not always be possible, especially with primary aged pupils. The guidance specifically states “we recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group”.  **Considerations**   * There should be no large gatherings bringing different groups together, e.g. whole-school assemblies * We will stagger break and lunchtimes * We will stagger start and finish times. |
| Working in Teams or bubbles | **We will have 9 school bubbles:**  **Bubble 1 –** Roots (Nursery)  **Bubble 2 –** Shoots (Nursery)  **Bubble 3 –** Seedlings (Reception)  **Bubble 4 –** Willow (Year One)  **Bubble 5 –** Beech (Year Two)  **Bubble 6 –** Sycamore (Year Three)  **Bubble 7 –** Cedar (Year Four)  **Bubble 8 –** Birch (Year Five)  **Bubble 9 –** Maple (Year Six)  The suggestion is that bubbles remain consistent with the same children and same staff with the exception in some circumstances for PPA and illness.   * Staff will be able to store their lunch in the staffroom fridge. They should refrain from sitting in the staffroom with other colleagues. Where possible, staff are encouraged to eat their lunch outside. If the weather doesn’t allow for this, then the halls can be used by staff when on their lunch break. * Staff within a bubble will take their lunch break at different times, to allow an adult to remain with the children at all times within the designated bubble. * All staff will receive PPA during the course of the week. |
| Some other considerations | **Implementing Public Health Measures to Minimise Risk**   * All relevant policies have been revised where necessary and these will be kept under review e.g. safeguarding, behaviour * A modified fire evacuation drill will be planned for the first week back. Our fire evacuation procedure has been reviewed and remains fit for purpose. * Risk assessments are undertaken and updated as necessary. * We will minimise adult to adult contact * Posters to be displayed in every classroom and around school * Staffing arrangements to be kept as consistent as possible * Children and staff should mix in a year group ‘bubble’ and keep that year group ‘bubble’ away from other people and groups. * Wearing a face covering or face mask in schools or other educational settings is not recommended * If a child becomes unwell with symptoms of coronavirus while in school they should be sent home. Whilst waiting to be collected the child should be supervised in a separate room by an adult who remains 2m away. * PPE is only needed in a very small number of cases, namely students whose care routinely already involves the use of PPE due to intimate care needs and First Aid treatment. * Children should sit at the same desk space each day and use the same resources where applicable. * Surfaces that children touch and toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters will be cleaned more regularly than normal. * We will limit the number of shared resources. * Lunchtimes and breaks will be staggered. * Parents will be asked to drop children off at the main blue gate or for Reception, the coloured gate at the top of the car park. Parents will enter through the pedestrian gate at the bottom of the drive and leave via the vehicle gate. Parents will walk in a loop after drop off and collection. * Drop off and collection times will be staggered. * Children to wash hands immediately on arrival. Children will use classroom sinks for this where possible. Where classrooms do not have sinks, children will use the bathrooms. * Where a child or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. * There should be no hot-desking. Staff should work from their own stations where possible. * Movement round school will be minimised. * The site team will monitor the use of cleaning products etc and ensure supplies are replenished in a timely manner. * The site team will liaise with any contractors in line with Government guidelines. They will also carry out regular health and safety checks on the school site. * The school website will be updated regularly |
| Drop off and Collection Times | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Year Group** | **Start Time** | **Finish Time** | **Daily Teaching Time** | **Weekly** | | Reception | 9.05am | 3.00pm | **5 hours** with 1 hour for lunch | **25 Hours** | | Year One | 8.55am | 3.10pm | **5 hours** with 1 hour for lunch and 1 X 15 minute break | **25 Hours** | | Year Two | 8.45am | 3.15pm | **5 hours** with 1 hour for lunch and 2 x 15 minute breaks | **25 Hours** | | Year Three | 8.50am | 3.00pm | **5 hours** of teaching time with 1 hour for lunch and 1 x 10 min break | **25 Hours** | | Year Four | 9.05am | 3.10pm | **5 hours** of teaching time with 50 mins for Lunch and 1 x 15 min break | **25 Hours** | | Year Five | 8.55am | 3.20pm | **5 hours and 10 minutes** of teaching time with 1 hour Lunch and 1 X 15 min break | **26 Hours** | | Year Six | 8.45am | 3.30pm | **5 hours and 20 minutes** of teaching time with 1 hour Lunch and 1 x 20 min break | **26 Hours 40 minutes** | |
| Lunchtimes | We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals. School kitchens must comply with the [guidance for food businesses on coronavirus](https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19) (COVID-19).   * During the first half term we are planning on serving cold meals in a ‘grab bag’ style. Children will be able to eat their lunch in classrooms so as to remain within their bubble.   There will be no snacks provided in KS2 and so children will need to bring their own drink and snacks to school with them. Year 6 will need a decent mid-morning snack as they won’t be eating until 1.00pm   |  |  |  | | --- | --- | --- | | **Year Group** | **Lunch Time - Eating** | **Lunch Time - Playing** | | **Seedlings - Reception** | 11.45am – 12.15pm | 12.15pm – 12.45pm | | **Willow - Year One** | 12.15pm – 12.45pm | 11.45am – 12.15pm | | **Beech - Year Two** | 12.15pm – 12.45pm | 12.45pm – 1.15pm | | **Sycamore - Year Three** | 12.15am – 12.45pm | 11.45am – 12.15pm | | **Cedar - Year Four** | 11.45pm – 12.15pm | 12.15pm – 12.35pm | | **Birch - Year Five** | 1.05pm – 1.35pm | 12.35pm – 1.05pm | | **Maple - Year Six** | 12.40pm – 1.10pm | 1.10pm – 1.40pm |   While the field is in use, Year groups will be allocated a zone to use. This will enable learning outdoors throughout the day as necessary and ensure lunchtime or break-time cross-overs ensure we minimise contact between groups / bubbles. |