

Isolation In School

- Clear communication of school's expectations (Flowchart, Appendix A)
- children aware that if they are feeling ill to inform a staff member
- Staff know and follow guidelines through email communication including this Risk Assessment (Flowchart, Appendix A)
- ensuring anyone developing COVID symptoms during the school day is sent home
- if anyone has a cough/temperature/feels unwell at school, they must be sent home. They will need to self-isolate for 14 days, or until tested negative.
- If a child develops COVID symptoms:
- Child to be taken outside through class exit onto the playground
- PPE bag located in each class near exit
- PPE should be worn by staff working with children displaying symptoms
- Staff to place mask on her/himself as well as face shield
- Staff to gauge if appropriate for pupil to wear a mask
- Pupil to be taken around outside of school to the seating area outside office/medical room through the electric gate next to IT suite.
- Good weather: seating area in fresh air outside the school office (white table and chairs)
- Bad weather: inside school office/medical room. If medical room is used both windows to be open and plastic flaps secured.
- Office to phone parents
- Staff to observe pupil from 2m
- If the child/adult needs to go to toilet before being collected, they should use the disabled toilet next to school office. Toilet to be marked ' Out of Order' and note placed it to be thoroughly cleaned/disinfected afterwards before anyone else can use it.
- **Parents strongly encouraged to arrange testing. Parents advised that without a negative test child and all siblings will only be allowed back after 14 days. If the test is negative the children can return immediately if well).**
- Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by PHE or NHS Test and Trace.
- Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach/antiviral solution after they have left to reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](#).

Test Results

- If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. Other members of their household can stop self-isolating.
- If someone tests positive, they should follow the '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)' and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to

All staff

	<p>school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</p> <ul style="list-style-type: none"> - The Staff and Volunteer Confidentiality Policy and Pupil Confidentiality Policy are followed at all times – this includes withholding the names of staff, volunteers and pupils with either confirmed or suspected cases of coronavirus. 	
<p>2) The use of face covering in schools: Nationwide, the government is not recommending face coverings are necessary in education settings. Where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors (for example, in staffrooms), the head teacher has the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.</p>		
2)	<ul style="list-style-type: none"> • Children in St. Joseph’s Catholic School do not need to wear a face covering. • Adults dropping off or collecting their child/ren are strongly encouraged to wear masks on the school grounds. • All adults entering the school reception should be wearing a mask. <p>Please Note: Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn.</p>	
<p>3) clean hands thoroughly more often than usual: <i>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser.</i></p>		
3)	<ul style="list-style-type: none"> • Pupils must clean their hands regularly <ul style="list-style-type: none"> - arrive at school - return from breaks, - if they change rooms including before and after PE - before and after eating. • Two wash stations have been purchased to assist handwashing in Sean’s Shelter • Small children and pupils with complex needs should be helped to clean their hands properly. • Wall Sanitizers will be available in the entrance, in Footstep’s settings, outside staff room, KS2 playground entrance and containers in classrooms. Supervision of handwashing is preferred due to the harsh effects frequent use of sanitizer has on children’s skin. 	All staff
<p>4) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach: <i>The ‘catch it, bin it, kill it’ approach continues to be very important.</i></p>		
4)	<ul style="list-style-type: none"> • Lidded bins in all classes • Tissues/toilet paper freely available. Children encourage to have tissues in school. • ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach. Lessons to be taught and revisited: <ul style="list-style-type: none"> - e-Bug has produced a series of helpful coronavirus posters: <ul style="list-style-type: none"> o Horrid hands, Super sneezes, Hand hygiene, Respiratory hygiene, Microbe mania 	All staff
<p>5) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach (current advice on COVID-19: cleaning of non-healthcare settings guidance)</p>		

5)	<ul style="list-style-type: none"> • Cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> - cleaning of classroom environment and toilets at lunch time - school cleaner to clean evening/morning classroom environment - school cleaner to clean evening/morning Hall and IT Suite as these areas are used by different classes - IT suite to be wiped down after each use. • All communally used door handles, surfaces (entry door, lobby, corridor, staff room). will be wiped lunch and when area cleaned by cleaner, • Hot Spot reminders placed on key areas • All classes have been allocated allocated their own toilet blocks. Toilets will need to be cleaned regularly (mid day and evening/morning) and pupils must be encouraged to clean their hands thoroughly after using the toilet. • Every teaching area to be provided with cleaning tools and materials i.e. cloths and disinfectant for door handles, doors, desks and surfaces so that toilets, desks and surfaces can be cleaned at lunchtime and as appropriate. Cleaning equipment to be checked and topped up as required. Cloths to be used only once. • Cleaning log on wall in classroom and log to be updated as surfaces, toilets and sinks are cleaned. • Empty bins at lunchtime as required (double bagged if appropriate). • Teachers to monitored cleanliness daily to ensure high standards 	All staff
Cleaning	<p>Covid –19 Guidance in relation to the cleaning of Education Setting is followed - https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings. This includes:</p> <ul style="list-style-type: none"> - All communally used door handles, surfaces will be wiped in morning, after lunch and in the evening (entry corridor, staff room). - Assigned person to clean toilets and sinks and empty bins at lunchtime. - Every teaching area to be provided with cleaning tools i.e. cloths and disinfectant for door handles, doors, desks and surfaces so that desks and surfaces can be cleaned at lunchtime and as appropriate. - Cleaners to be extra vigilant in evening cleaning – teachers to report any concern over cleaning standard promptly. - Sufficient supplies of cleaning materials are available - Cleanliness monitored daily to required standards - Lidded bins located in classrooms and in other key locations - Double bagging of potential contaminated contents of waste bins in line with guidance - Caretaker or cleaner quickly contactable when not on site 	SBM & Caretaker
<p>6) minimise contact between individuals and maintain social distancing wherever possible: ‘Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. The overarching principle to apply is reducing the number of contacts between children and staff.’</p>		

- Playground area will be clearly defined with tape/cones (double line where appropriate). In this way classes are reminded to stay together in own area and to help ensure no cross contamination.
- The only area to be shared with other classes will be the IT Suite (computing) and the hall (PE & Morning Club). Cleaning routine will be applied before & after each class.

Year Group	Area	Outdoor play area	Notes
Nursery FS1	Footsteps	Footsteps area	8
Reception Year	YR	Continuous provision	8
Year 1	Sean's Shelter	Sean's Garden with patio to smaller tarmac area opposite Sean's Shelter	5 areas (Year 2 & Year 3 to share area 1)
Year 2	Ground Floor classroom next to library	Shared areas (five) with rota 1. KS2 Playground (Gipsy Lane side) 2. KS2 Playground (Dome & Tyres side) 3. Sean's Garden and basketball playground 4. KS1 Playground including adventure trail 5. KS1 Playground area including gym	
Year 3	Ground Floor next to IT Suite		
Year 4	First Floor overlooking Gipsy Lane		
Year 5	First Floor overlooking playground		
Year 6	Ground floor next to hall and lobby		

- Designated areas for playtime - see Appendix A to assist staggered breaks when required.
- Children will not be able to go to the toilet during breaks/lunchtime as they can only use their allotted toilets outside/in their teaching area.
- All areas to have own First Aid box and PPE equipment. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.

MEASURES ELSEWHERE

Supervision: Break Time & Lunch Time:

- Teacher and TAs allocated to class for teaching, playtime and lunchtime thus limiting the number of pupils and staff in contact with each other to only those within the group.
- Staff remain at a safe distance at lunchtime or during breaks
- All classes should manage break times and lunch times as there usually are enough adults within the class.
- Teacher have the choice of moving their break time to a time that suits a natural break in the children's learning as the adults within this class will be supervising.
- Mrs. Pember to work with Year 4 for Monday and Friday Lunchtime.
- Where there may be a shortfall, please alert SLT. If an accident occurs, only an adult from the class/bubble must deal with the injury.

Year Group	Class Teacher	Support Staff	Break Cover
Footsteps	Mrs. Smith	Mrs. Bamrah, Mrs McKay, Mrs. Monredondo	Organise within class
Year R	Mrs. Gallagher	Miss Lovegrove, Mrs Fenton	
Year 1	Miss. Tanzer	Mrs Gofford, Mrs. Kelleher, Mrs Saxena	
Year 2	Mrs. Pearce & Mrs. Pay	Mrs Knapp	

Review supervision and areas every half term.

6c)

Year 3	Mrs. Broadbridge & Mrs. Philpott	Mrs Turner, Mrs. Sloan
Year 4	Mr. Belchamber	Mrs Maloney
Year 5	Miss. McLellan	Mr O'Connor, Mr Roberts, Mrs Micklewright
Year 6	Mrs. Perrett	Mrs Mills, Mrs. Taylor

Play equipment to be used on playground

Rotation system to be put in place for PE equipment used by different classes/ bubbles.

- The class PE and playtime equipment can be moved to a new group the following week if we can uphold the 72 hour quarantine (i.e. Equipment removed from the class on the Thursday night, stored in the PE shed for at least 72 hours and then reassigned on Monday morning).
- The class PE and playtime equipment should not be used by other groups.
- Each class to have own PE equipment and play equipment which should be kept in classroom area.
- If the adventure trail is to be used by a different class, a weekend break will be adequate for a new class to use the equipment.

Specialist Subject and Specialist Teachers: *‘Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. The guidance recognises this is not likely to be possible with younger children and outlines that staff can still work across groups if that is needed to enable a full educational offer.’ DFE Guidance.*

PHYSICAL EDUCATION

PE: Outdoor PE lessons are strongly encouraged. During inclement weather, the Hall may be used for PE.

- Contact sport avoided
- Outdoor sport prioritised

In Hall

- Maximising distancing
- Any equipment i.e. mats should be wiped down before and after use.
- All windows and doors in the hall should be open to ensure good ventilation.

NB: Schools should refer to the following advice:

- guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport
- advice from organisations such as the Association for Physical Education and the Youth Sport Trust

Computing: IT Suite for Computing Teaching – only up to 16 children in space at any one time. All equipment, benches and stools to be wiped down after use. Door and windows should be open.

Spanish: Teacher to maintain 2m distance from pupils.

PE

**K.
Micklewright**

**K.
Micklewright**

R. O'Connor

C. Moloney

6d). MEASURES FOR ARRIVING AND LEAVING SCHOOL

Staggered School Day: Drop-off and pick-up protocols to minimise adult to adult contact

Gipsy Lane Curfew: 8.20 – 9.10am & 2.30 – 3.20pm

Directed School Time: 8.30am – 4pm.

Considerations for staggered school day:

The last recommended teaching time for schools was last specified in 2008: KS1 : 21.5 hours & KS2: 23.5 hours

The School Attendance July 2019 states: *School Day Every school day must have two sessions divided by a break in the middle of the day.*

The length of each session break and the school day is determined by the school's governing body. The number of hours mentioned was 25.

	Pre Covid Daily	Pre Covid 19 Daily	Post Covid 19 Daily	Post Covid 19 Weekly
Footsteps	6hrs	30hrs	6hrs	30hrs
YR	5 hrs 10 min	25 hours 50 minutes	5 hours	25 hours
Year 1	4 hrs 50 mins	24hr 10 min	4 hours 45m	23 hours 45m
Year 2	4 hrs 50 mins	24hr 10 min	4 hours 55m	24 hours 35m
Year 3	4 hrs 50 mins	24hr 10 min	5 hours	25 hours
Year 4	5 hrs 10 min	25 hours 50 mins	5 hours	25 hours
KS2 (Y5&6)	5 hrs 10 min	25 hours 50 mins	5 hours 20 mins	26 hours 40 mins

- Staggered drop off and collection times as well as using 3 different entry points to the school
- Encourage KS2 children to be dropped off at top of lane to walk independently down Gipsy Lane to the school. Member of staff to be on the lane.
- Appropriate signage/direction in place at drop off and pick up pointss
- Staff members to supervise drops off and collection to remind parents to abide by the social distancing rules.

Year Group	Drop off & collection Point	Drop off	Collection	Break Time (15m)	Lunch (45m – 60m)
Nursery FS1	Double gate outside Footsteps	9am	3pm	n/a	45m
Reception Year	Single gate outside Footsteps	8.30am	2.30pm	n/a	45m
Year 1	KS2 Gate	9am	2.45pm	15m	45m
Year 2	Single gate outside Footsteps	8.50am	2.45pm	15m	45m
Year 3	KS2 Gate	8.40am	3pm	20m	1hr

JD & Governors

JD letter to parents

	Year 4	Field Gates	8.40am	3pm	20m	1hr	
	Year 5	KS2 Gate	8.30am	3.10pm	20m	1hr	
	Year 6	Field Gates	8.30am	3.10pm	20m	1hr	
	<p>Siblings: If siblings are attending the settings, then the earliest start time applies for all children and siblings to be collected at the latest time.</p> <ul style="list-style-type: none"> Remind parents of 2-meter rule when dropping off and collecting – markings on the car park ground. Adults are not to enter the inner gated area. Parents to drop children off at gates where staff member will assist. Walking to and from school for older pupils to be encouraged. Parental permission letters will be actively encouraged. Inform parents that if their child needs to be accompanied to St. Joseph’s, only one parent should attend. Make clear to parents that they cannot gather at entrance gates or enter the site. Only if urgent and cannot be communicated through email or phone should a parent go to the front office. Masks to be worn in the school office. Adults dropping off or collecting their child/ren are strongly encouraged to wear masks on the school grounds. 						
Gipsy Lane	<ul style="list-style-type: none"> One-way system to be encouraged. Walk down the right side of Lane into school car park, through vehicle entrance, drop off children at gate then leave through pedestrian gate/side gate next to KS2 single gate to then go through steps on the left-hand side into the estate or onto London Road. Line to be drawn on Gipsy Lane for two-way pedestrian traffic. Staff member to encourage the correct use of system and to remind parents to social distance. 						SLT
7) where necessary, wear appropriate personal protective equipment (PPE)							
7)	<p>Response to any infection:</p> <ul style="list-style-type: none"> PPE is only needed in a very small number of cases <ul style="list-style-type: none"> where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used <p>Read the guidance on safe working in education, childcare and children’s social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p>						All Staff
8) Response to any Infection: engage with the NHS Test and Trace process: <i>“Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team.”.</i>							
7)	<p>SJS will ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> book a test if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19) 						All Staff

	<ul style="list-style-type: none"> Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. <p>Parents Informed:</p> <ol style="list-style-type: none"> If someone begins to self-isolate because they have symptoms similar to coronavirus (COVID-19) and they get a test which delivers a negative result, they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. If someone tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days. 	
<p>9) manage confirmed cases of coronavirus (COVID-19) amongst the school community: <i>“Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19).”</i></p>		
<p>9)</p>	<ul style="list-style-type: none"> SJS will take swift action when we become aware that someone who has attended SJS has tested positive for coronavirus by contacting the local health protection team (HPT). This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus attended the school – as identified by NHS Test and Trace. HPT will carry out a rapid risk assessment and guide SJS through the actions we need to take. Schools must send home those people who have been in close contact with the person who has tested positive: <ul style="list-style-type: none"> direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual travelling in a small vehicle, like a car, with an infected person Household members of those contacts who are sent home do not need to self-isolate themselves unless the child or staff member who is self-isolating subsequently develops symptoms. If someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. If the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms. <p>NB: In the event that a parent insists on a child attending school before the end of the 10/14 day self-isolation, SJS will take the decision to refuse the child to protect our pupils and staff from possible infection.</p>	<p>SLT</p>

10)	<p>contain any outbreak by following local health protection team advice:</p> <p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p>	SLT
SECTION 2: SCHOOL OPERATIONS		
Transport	<ul style="list-style-type: none"> Families using public transport should refer to the safer travel guidance for passengers safer travel guidance for passengers. 	
<p>ATTENDANCE</p> <p><i>School attendance will be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</i></p> <ul style="list-style-type: none"> parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school, and they are of compulsory school age; schools' responsibilities to record attendance and follow up absence the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct. Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised. 		
Pupil Attendance	<p>SJS procedures to ensure attendance by all pupils (including pupils who were shielding):</p> <ul style="list-style-type: none"> to communicate clear and consistent expectations around school attendance to families: pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc) to clearly communicate the school will follow its policy for non-attendance i.e. Fixed Penalty Notice, involving Education Welfare Officers to actively engage with anxious parents and discuss their concerns provide reassurance of the measures we are putting in place to reduce the risk in school and if there are any other measures which would help relay their anxiety use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance. work closely with other professionals (i.e. EWO, Sensory Consortium) as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance. 	
Staff Attendance	<p>Staff who are clinically vulnerable or extremely clinically vulnerable or BAME: DFE advise that those who are clinically extremely vulnerable can return to school in the autumn term provided SJS has implemented the system of controls as set out in the guidance is in line with the school's own workplace risk assessment. In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.</p> <p>The clerk of Governors role and job description is the only position conducive to home working so Mrs. Valentine will work from home. This will also reduce the number of admin required to use the front office.</p>	

	<p><i>with pupils in different classes or year groups. SJS support catch-up provision or targeted interventions and this will include professional external to the school. The following protocol should be applied:</i></p> <ul style="list-style-type: none"> ✓ Inform visitors not to enter the school if they are displaying any symptoms of coronavirus ✓ Office to sign in adult to reduce paper and pen contamination (lanyards will not be used due to contamination) ✓ Visitor to wash hands/ use sanitizer ✓ Designated visitor area (school lobby/hall) for targeted interventions. ✓ Use of available cleaning equipment explained to visitors ✓ Visitor to wipe down surfaces before and after use ✓ Pupil to use external pathway from class into hall and then into lobby ✓ Pupil to wash hands/use sanitizer before and after session whilst being supervised by visitor ✓ After wiping down all surfaces, visitor will sign out. <p>Deliveries: Any large deliveries (parcels, letters, boxes) to be placed in front reception and not to be removed for 48/ 72 hours. All items dated on arrival.</p> <p>Contractors: All contractors to arrive at the set appointment time. Where possible all appointments should be at the end of the school day. Caretake to meet and greet.</p> <p>Volunteers: Although the guidance have allowed the volunteers to be in school, SJS have decided that the extra adults on site would compromise the bubble integrity. As such we will not have volunteers visit the school for the foreseeable future.</p>	
FOOD Milk Fruit	<p>Free Fruit/Milk Scheme</p> <ul style="list-style-type: none"> • Caretaker to take milk to be taken into staff room every morning and stack them oldest date from the top. • Caretaker to store Fruit in the staffroom (worksurface) for member of class bubble to collect. 	Office
School Prepared Meals	<p>School Lunches: <i>School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19)</i></p> <ul style="list-style-type: none"> • Encourage parents and children to take a school prepared hot meal and thus reduce external items from being brought into school i.e. lunchboxes • Only hot packed lunches will be provided. However, these will contain options other than sandwiches i.e. pizza, burger, cheese puffs, fish fingers and chips with fruit and biscuit. Packed lunches by a member of the class bubble to the classroom. The children will eat in their designated teaching area/outdoor area. The school hall will NOT be used. 	Office
Education al Visits	<p style="text-align: center;">EDUCATIONAL VISITS</p> <ul style="list-style-type: none"> • In the autumn term, SJS can resume non-overnight domestic educational visits. • All visits should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. • SJS should also make use of outdoor spaces in the local area to support delivery of the curriculum. 	JD to approve in line with previous authorisation on Frontline.

	<ul style="list-style-type: none"> As part of this risk assessment, staff will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Staff should consult the health and safety guidance on educational visits when considering visits. The government continues to advise against domestic (UK) overnight educational visits. The school will keep this situation under review as our Y6 have booked RYG, Wales in December 	
COMMUNICATION		
Parents	<ul style="list-style-type: none"> Parents informed about updated to Risk Assessment. Lateness – inform parents that if children are late, the school are may be refused entry due to the distrupction to the class as a bubble member will have to collect thee child from the appropriate class entrance gate. 	JD – Newsletter by 30 Sep
Class	<ul style="list-style-type: none"> Teachers are permitted to have their mobiles in the classroom on low ring volume as a means for the office to contact class when required/in an emergency. Mobiles must be placed in an easily accessed and open area and only used for the agreed purposes Communicating with office. <p><u>Under no circumstances should the phone be answered for personal reasons nor any photographs of children taken.</u></p>	All
Register	<ul style="list-style-type: none"> Registers are now been completed on an online system via SIMS 	S. Baumgart
Front Office	<ul style="list-style-type: none"> Perspective covering on Reception Window No seating in front reception Outer door buzzers and handles to be cleaned at least three times. Cleaning equipment available. 	SBM Caretaker
WRAP AROUND CARE		
Morning Club	<p><i>Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching or wraparound care during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</i></p> <p>Morning Club (£2)</p> <ul style="list-style-type: none"> Morning Club Open from 7.45am. Children are dropped off at side hall door. Designated tables set out in the hall for the different classes where children will play with activities set out/ read or watch video on the big screen. Non-contact Physical activity may also take place i.e. dance, yoga stretches. On good weather days, children can use the outside area from 8am as long as the children remain in their designated outdoor class area. 	JD & SLT
ASC	<p>After School Club</p> <ul style="list-style-type: none"> As there will be no After School Activities, the parents can choose between two options <ul style="list-style-type: none"> Early ASC - Collection at 4.30 (cost of £5) Late ASC - Collection after 4.30pm i.e. 5.30, 6pm (cost of £10) 	

5 6 7	<ul style="list-style-type: none"> Substantial modification to the subject area may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems. All subject Leaders (SL) to review core skills and knowledge that the pupils may need to revisit. SL to review with individual teachers. <p>Behaviour : New systems and expectations as well as input from the teachers who have completed the STAR course. (see Behaviour</p> <p>Parental Engagement: To continue to build on the good relationships between school and home.</p> <p>Remote Education: <i>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. DFE Guidance.</i> (Please click here for further information in Section 5)</p> <ul style="list-style-type: none"> The school has been awarded the DFE grant of £1,500 and the school has now been set up to use Microsoft Education. We are now awaiting two twilight training sessions. After this training we will refer to the DFE recommended site for further training on effective use of tech - EdTech Demonstrator Programme 	LML SB & SLT SLT
BEHAVIOUR		
	<ul style="list-style-type: none"> Staff awareness that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children may need additional support and access to services i.e. ELSA, social workers Pupils are encouraged and re-assured about their own safety Update 'Principles for Behaviour during Covid 19' to reflect the new rules and routines Staff to build new expectations into rewards system. Updated documents to be shared with parents via newsletter and website. SLT, SEND Teamwork with staff, pupils and parents who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive. This will include providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. 	SB & SLT
SECTION 4: ASSESSMENT AND ACCOUNTABILITY		
Visibility of leaders around school	<ul style="list-style-type: none"> Leaders will continue to walk the school, particularly at times when transitions are at a minimum. Each classroom will have an area where no children, furniture or equipment will be, enabling leaders to enter the classroom, speak to children, observe learning and generally be present around the school. 	SLT

	<ul style="list-style-type: none"> • Areas of the playground have been clearly separated to keep different classes separate. These will allow leaders to walk around the playground, observing and chatting to pupils at a distance. • The school will organise a planned timetable for class assemblies, story time and whole school assemblies, all involving interaction from different classes, using MS Teams. 	
Inspection	<p>Inspection: The inspectorate's visits to schools in the autumn will look at some aspects of the fallout from the coronavirus outbreak as inspectors will have a focus on blended and remote learning and how pupils are settling down after lockdown.</p> <p>DFD Ofsted says inspectors will speak with leaders about</p> <ul style="list-style-type: none"> - returning to full education, - how pupils have picked up the curriculum, - remote learning - using catch-up funding, - how pupils with specific issues like SEND are being helped - and the school's safeguarding arrangements. <ul style="list-style-type: none"> • If the headteacher agrees it is safe and appropriate, inspectors may talk to staff and pupils. Inspectors will not usually meet with governors, trustees, MAT leaders or local authorities on these visits. However, if any wish to speak to inspectors, they may have a brief conversation. 	SLT
Statutory Assess.	<ul style="list-style-type: none"> • DfE are planning on the basis that statutory primary assessments will take place in summer 2021. - The early years foundation stage profile - Y1 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 	
Y2 Phonic screening Autumn 2020	<p>For 2020 to 2021 academic year only, schools will be required to administer a past version of the phonics screening check to year 2 pupils during the second half of the 2020 autumn term.</p>	
Performance Tables	<p>Performance tables are suspended for the 2019 to 2020 academic year and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. DfE will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements</p>	
<u>SECTION 5: CONTINGENCY PLANNING FOR OUTBREAKS</u>		
Remote Education	<p>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This</p>	

planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

A range of resources to support schools in delivering remote education is available:

- curriculum maps for key subjects for year groups from Reception will be published in July. They aim to provide support to schools in developing the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation.
- DfE has produced a [quality assured list of remote education resources](#).
- Oak National Academy
- Oak National Academy specialist content for pupils with SEND.

Appendix A

PHE South East Health Protection Team:

Guidance for Childcare and Educational Settings in the Management of COVID-19

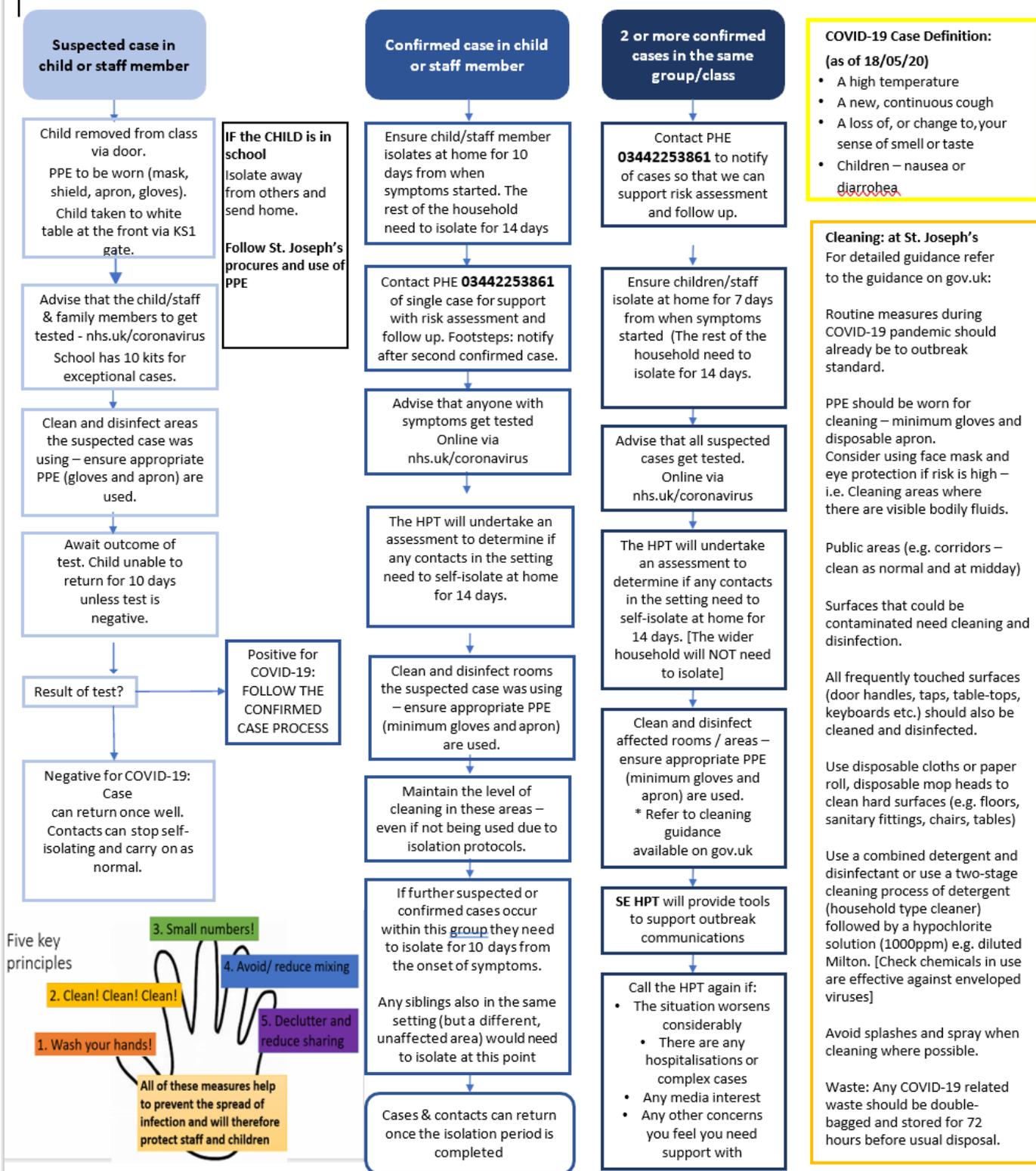
Prevent the spread of infection by maintaining high standards of hygiene, including hand washing and regular cleaning and disinfection of surfaces. This will help prevent COVID-19 spreading in schools, as well as other infectious diseases.

If you have any infection control concerns or [questions](#) please call the PHE Thames Valley Health Protection Team **03442253861**

email : VPHE@phe.gov.uk.

GUIDANCE: Visit <https://www.gov.uk/coronavirus> , **Local Authority contacts** : Mrs. Debbie Smith and School STEP, Mrs. Caroline Moore

Testing : <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>



Appendix B: Segregated playground areas

