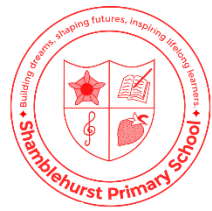


Shamblehurst Primary School 2020 Returning to School Protocol and Procedures



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 - Monday 7th September 2020.

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.

Within the government guidance, the systems of control that schools should adopt are clearly listed.

"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>Prevention</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 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</p>

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.

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.

The designated isolation spaces/toilets are as follows;

- SEND Room by the office. If more than one child presents symptoms then the Headteacher's room will be the second isolation room.
- Staff toilets 1 & 2

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.

Cases of COVID-19 should be reported to Public Health England Tel: 0344 225 3861

Prevention

2. Clean hands thoroughly more often than usual.

Adults and children are to wash their hands on the following occasions:

- 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.

Soap and handwashing facilities are available to all classes. 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.

Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands.

Hand hygiene protocols are to be re-visited at the start of the year during 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.

Prevention

3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.

During September, 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 and their hands must be cleaned afterwards.

<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, adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment. 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 class pods is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Shamblehurst Primary School will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within pods, children and adults must also take measures to distance themselves where at all possible.</p> <p>At Shamblehurst Primary school, due to the number of children we will have, year group bubbles will be formed to enable children to have staggered starts and breaks, and also for lunch times to be co-ordinated.</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. Pods 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 controls and increase the size of these groups.”</i></p> <p>In order for school to offer a curriculum that is able to respond to the needs of all children and identify any potential gaps in understanding following a prolonged period of remote learning we will be operating year group bubbles. The reasons for this are as follows:</p> <ul style="list-style-type: none"> ➤ All children will be able to be considered for catch-up interventions now that teaching support can work across phases. There would not be enough adults to support individual class pods. ➤ Our curriculum could mean that bubbles share resources and equipment. There would not be enough resources to support a broad curriculum if we used individual class pods. ➤ We can deploy staff internally to cover PPA/management time within a bubble model. If we were in class pods, we would need to buy in a supply teacher (no guarantee of bubble integrity therefore a last resort) ➤ Staggered entry/exit times and break/lunch times can be managed more effectively in year bubbles rather than having 19 individual start/finish times. This measure would reduce that to 4 start/finish times. <p>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.</p>

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 bubbles, the necessity for this to happen is 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 class assemblies.

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 can only be used for collecting items from pigeon holes and using the printer/photocopier. Year 6 staff can use this area to access the kettle & microwave. 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 year group bubble:

- All year groups have staggered starts in line with government guidance.

These are:

Year 6 – Start 8am – finish 2.30pm (can arrive from 7.50 onwards)

Access through side doors to classrooms. Opposite Muga for Wolves and Pandas. Hawks enter by the end door into class.

Year 6 parents – if you have a child in Year 6 and no other siblings can we ask that you say goodbye before the school gate and then agree a safe place to meet at the end of the school day. Children will be dismissed at 2.30pm.

Year 5 – Start 8.30 am – finish 3pm

Orang-utans access via the entrance to huts.

Otters access through rear fire escape of second hut.

Bush babies enter through end door where club pick up was.

Year 4 – Start 8am – finish 2.30pm (can arrive from 7.55 onwards)

Make way on to back playground and furthest red doors. These classrooms are the upstairs classrooms.

Year 3 – Start 8.15am – finish 2.45pm

Seahorses, Zebras and Koala Bears access far-red doors. Meerkats access via first red doors.

Year 2 – Start 8.30am – finish at 3pm

Make way onto back playground – access through first set of red doors.

Year 1 - Start 8.15am – finish at 2.45pm

Make way on to back playground – Toucans and Lemurs to access via first red doors. Lions access via ramp by side of Year 6 classroom.

Year R Bee class start between 8-35 & 8-45 finish at 3pm. Access through side gate only (nearest Wildern)

Year R Dragonflies class start between 8.50 & 9am – finish at 3.15pm. Access through side gate only (Nearest Wildern)

Staggering entrance/collection will ensure that the adults and children on site can distance appropriately and it will reduce the risk of children coming in to contact with children from other bubbles. This will be difficult for some families of multiple children. We have looked at this very carefully and tried to assess any trends between year group siblings.

Parents are to be encouraged to walk to school where possible and only one parent will be permitted on the school grounds. If children cycle or scooter to school, then they are to use the storage area to lock their bike/scooter securely near the Year R class entrance. Please ensure children do not ride these inside the school gates.

Adults from the Senior Leadership Team and office will be on the school gate to support children and adults as they arrive at school. Parents must not congregate at the gate or on the playground, they must instead arrive on time and then depart.

Staff must ensure all class pods are off the playground by 2.20pm to enable parents to access the playground for collection.

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. Children will not be able to go to the school office if parents are late to arrive, and will have to wait with the class teacher until they are collected.

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 the school office by email or telephone if they have queries, 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. However, parents can obviously still call and receive support over the phone or via email. A member of the team will go to classrooms each morning to collect any items brought in to school (money etc) with the register trays.

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 after removal.

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.

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 class pod 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. The outdoor play equipment may be used and will be cleaned each day. Outdoor play resource packs will be made for each year bubble and cleaned regularly.

	<p>Pupils should not bring anything additional from home. 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 into use.</p> <p>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.</p>
<p>Prevention</p> <p>6. Where necessary, wear appropriate personal protective equipment (PPE).</p>	<p>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).</p> <p>The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:</p> <ul style="list-style-type: none"> - Face masks - Aprons - Gloves of various sizes - Goggles/Face Shields (limited quantities) <p>Children need to know that some adults might be wearing PPE and that it is 'ok'.</p>
<p>Response to any infection</p> <p>7. Engage with NHS Test and Trace.</p>	<p>Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.</p> <p>They will be required to book a test and provide details of anyone that they have been in close 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 AJ or TR.</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:</p> <p>PHE Hampshire and Isle of Wight Health Protection Team (South East), Fareham Borough Council Civic Offices, Civic Way, Fareham, PO15 7AZ</p> <p>Phone: 0344 225 3861 Out of hours for health professionals only: please call 0844 9670082</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>School will inform parents of the infection however we will not disclose personal details of effected children/families.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> • If someone tests negative, if 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 ‘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 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>Shamblehurst Primary School 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><i>Response to any infection</i></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 year 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>Wider public transport</p> <p>Children should not attend trips or visits if they are required to use public transport to get there.</p> <p>If children use public transport to get to school then face masks as per the government guidance should be worn. These must be removed when entering the school and stored in plastic bag or placed in a lidded bin. Hands must then be washed.</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. Shamblehurst Primary will support those parents through dialogue with the school nurse team or the appropriate medical 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.</p> <p>These pupils are to be identified by school staff, or via the welfare team who have been making regular phone calls to our families during Covid. Support will be provided through small groups or one to one ELSA provision. All class pods will have regular PHSE provision as well as 'Talk' or 'Worry Boxes' within classes.</p>

<p>School Workforce</p>	<p>Staff who are clinically vulnerable or extremely clinically vulnerable</p> <p>Shamblehurst 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 pods and 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>The school has made the decision not to run extra-curricular clubs in the autumn term to help keep bubble and pod integrity. This will be reviewed at Christmas.</p> <p>Hedgehogs</p> <p>Hedgehogs are looking into whether they can provide after school care. More details to follow. No Breakfast club will be provided.</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. Due to the outstanding safeguarding procedures within the school we are aware of those vulnerable families who require support and our Safeguarding Leads will co-ordinate this support.</p>
<p>Catering</p>	<p>The expectation is that the school kitchen will be fully open in Autumn term. We will only serve jacket potatoes and hot & cold picnic bags until half term. These will be delivered and eaten in classrooms to avoid unnecessary cross contamination.</p>
<p>Lunch and break times</p>	<p>Midday supervisors will continue to support the supervision of lunchtimes but they will be allocated to different roles supporting either outdoor play or delivery of meals. Each year group bubble will be given a named lunchtime supervisor to provide their first aid care on the playground.</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 2 zones and allocated to bubbles to avoid any cross-contamination.</p>

	<p>Timings of lunchtimes will be staggered, as will break times:</p> <p>Break times</p> <ul style="list-style-type: none"> - Year 4 & 6 10.45am - Year 2 & 5 10.25am - Year 3 10.05am <p>(Year R & 1 have continuous provision)</p> <p>Lunch times</p> <ul style="list-style-type: none"> - Year 4 & 6 12.15pm (Eat - 12.15pm Play -12.30 to 1pm) - Year R & 2 & 5 11.30am (Eat - 12pm Play – 11.30 to 12pm) - Year 1 & 3 11.45am (Eat 11.45am Play 12pm to 12.30pm) <p>Teaching staff will be required to supervise the children whilst they eat and then support in cleaning the room. Children will be supervised by lunch staff on the playground.</p> <p>Whilst children are outside, members of teaching staff are to have their lunch. Learning support Assistants should take the full hour lunch unless they have a lunchtime duty as part of their contract. Staff may go home for lunch assuming someone is supervising the children appropriately during that time.</p>
Site Management	<p>Mr Marshall will conduct the normal pre-term building checks as per the existing schedule of work.</p> <p>Teachers need to ensure that classrooms have good ventilation (open windows and doors).</p>
Educational Visits	<p>There will be no residentials in the autumn term.</p> <p>School trips are permitted to resume and we will liaise with any venues to ensure thorough risk assessments are undertaken prior to them being arranged. We will where possible try to ensure these are at outside sites.</p>
After School Care	<p>Hedgehogs are looking at if they can safely provide after school care until 5.30pm.</p> <p>No breakfast club will be available. More details to follow.</p>

Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
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Curriculum expectations

The key principles that underpin government advice on curriculum planning are:

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.

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.

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 educate pupils remotely, where this is needed.

“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.” GOV UK

Our curriculum gives children the opportunity to engage with critical audiences at a local, national and global level. Children take part in inspiring, exciting and engaging learning that captures their interests and opens up a world of possibilities. Children are encouraged to think deeply and debate issues; challenging themselves and each other positively. Our curriculum model ensures that all subjects are taught, and taught well. We develop pupils’ knowledge, skills and understanding through a concept driven, enquiry led curriculum. All projects start with an enquiry question. Alongside this curriculum, children are given many opportunities to learn outside and show an awareness of their impact on the wider world. Children have opportunities to be mindful, to appreciate the great outdoors, whilst collaborating and problem solving alongside their peers.

Shamblehurst Primary School is proud of our curriculum. We will not be narrowing our curriculum apart from those subjects that cannot safely be taught due to the pandemic. These being indoor PE and music. In addition, we will only be teaching German to Year 6 as this would mean Ms Bruening compromising all our KS2 bubbles, which might pose a risk to bubble integrity as well as a higher risk to Ms Bruening.

We have created two extra classes. One of these is for the new Year One cohort. Our rationale here was that these children had not completed the Early Years Foundation Stage and therefore had missed out on some fundamental ‘bricks’ within their learning wall – more specifically – Early literacy, including phonics, reading and writing. By splitting this cohort of 60 in to 3 we have ensured children are in smaller pods (classes). We will be operating a model of continuous provision, alongside directed teaching. Children will be taught whole class, as well as in small focussed groups. They will have more interaction with the adults within their room and more direct teaching as a result. This is how we plan to address the gaps in these children’s learning, and offer an individualised approach to ensuring children are able to meet the expectations of the Key Stage one curriculum as quickly as possible.

We have also created a fourth class within the Year three cohort. This cohort of 90 will now be split into 4 with classes ranging from 20 to 24. Again, these children had not completed their Key Stage One curriculum and are now expected to meet the expectations of the Key Stage 2 curriculum. Through an ambitious and creative curriculum offer, but with additional time with their teachers we hope to maximise progress and enable these children to learn the skills that they have perhaps missed during lockdown.

All these classes remain mixed ability.

We will be providing some additional interventions and these will be focussed primarily on upper key stage 2, where children have less time to ensure they have covered the Key Stage Two curriculum. Reading will form an integral part of this. Interventions will also focus on our Year 2 and be reading, phonic and spelling based.

Mrs Thompson will be teaching 1.1 or small groups for maths interventions.

Following the success of our online curriculum, we will be offering home learning on a weekly basis, instead of homework books.

In addition, in the event of a further lockdown, we will ensure we resume a Seesaw package, alongside Times table Rock Stars for our children. The Seesaw package will focus on key maths and English skills, as well as supporting Enquiry questions.

<p>Specific points for early years foundation stage (EYFS) to key stage 3</p>	<p>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>Music</p>	<p>Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing should not happen in groups of more than 15 and when it does take place, children need to be side-by-side and not facing one another. This has implications for our music curriculum and adjustments will need to be made.</p>
<p>Physical activity in schools</p>	<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.</p>
<p>Pastoral support</p>	<p>PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>In all classes there will be a worry box/talk box where children can add their concerns of anxieties and these can then be discussed within the safety of the class.</p> <p>Where issues arise, Sarah Curry is to be informed so that specific interventions can take place. Sarah Curry will need to ensure that she distances appropriately during meetings (outside preferably) given that she will be required to work across phases.</p>
<p>Behaviour expectations</p>	<p>The current approved behaviour policy coronavirus amendment will still apply.</p> <p>During September, children will be reminded of the behaviour policy and the Vision and Values of our School. Each class will be asked to produce a sign which represents their class and our school, hopefully grounding the children back into the Shamblehurst Community. The climate and culture needs to remain one of high expectations and respect for one another.</p>

Section 4: Assessment and accountability

Aspect of school	Action
<p>Primary Assessment</p>	<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>

- 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

Shamblehurst Primary School will prepare for these tests in the same manner as has been done in previous years.

Section 5: Contingency planning for outbreaks

Aspect of school	Action
<i>A local outbreak</i>	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.
<i>Remote education support</i>	<p>Shamblehurst 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"> ➤ Teacher will share lessons via SEESAW or Tapestry in EYFS. ➤ Teachers will then be able to offer feedback to children on work set. ➤ Times Table Rock Stars will be used ➤ Our welfare team will resume with weekly check ins to our families if required. ➤ DSLs to follow up on families that we have not heard from – either due to lack of engagement with online learning or not answering calls etc. <p>Chosen learning activities will follow our curriculum sequencing and will be of high quality.</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 ➤ Work will be checked through SEESAW ➤ Lessons will be of the equivalent length of a normal school day. ➤ Lessons will be differentiated and meet the needs of all learners.