

St George's Church of England Primary School

March 2021 School Opening



Bringing **faith** and **education** together

Revised: February 2021

Updated: 23.02.2021

Preface

St George's CE Primary School is going to commit time during the remainder of Term 4 to ensure that routines, expectations, standards, relationships and values are quickly re-established. At the heart of these plans, getting children 'back-on-track' in both an academic and emotional sense is the absolute priority. With this plan, the aim is to **reconnect** our community, **re-ignite** children's interest and build our children's emotional **resilience**. Our *March 2021 Recovery Curriculum Plan* for term 4 outlines this in more detail.

On Monday 22nd February, the government and the Department for Education announced their intention for all children to be back in for face to face learning from Monday 8th March. The subsequent release of the guidance has allowed schools to look in detail at how they can welcome children back to school safely and revise procedures, protocols and risk assessments that were in place in March 2021.

At St. George's CEP School are focused on a safe return for all of our pupils. It is important to remember that the risks associated with the virus have not disappeared but the guidance clearly states the prevalence of coronavirus has decreased. Every school is unique and subsequently there will be differences between the ways schools reopen. We will base our decisions on what works best for our school community. This plan and any accompanying risk assessments will continue to be frequently reviewed and adapted.

In this document you can read about the measures we have in place and how we will be ensuring that our return will be focused on the children's physical, social and mental health. Many children have now been out of an educational setting for an extended period of time. Getting this right through a nurturing approach will enable children to again feel confident in engaging with high quality teaching and a high quality curriculum.

We need to ensure this is done through careful assessment to find children's new starting points, tailoring lessons to children's needs and ensuring the children's learning is in small, sequential and coherent steps so that knowledge and new learning is secure and embedded.

What is most important is that children, parents and staff all work together to ensure returning to school is successful. I know not all arrangements we make will satisfy every family but I would urge you to contact the school and communicate these with us. We have looked at many scenarios and tried to balance what works best for our school community, which includes consideration and consultation with our on-site pre-school, and ensuring the safety needs and requirements of the school community come first.

March 2021 Returning to School Protocols and Procedures

In order to implement the necessary protocols and procedures, our plan for March 2021 is organised into the following sections:

1. Minimising Risks
2. School Operations
3. Curriculum, Behaviour, Pastoral Support
4. Assessment and Accountability
5. Contingency Plans

Minimising Risks

The first section, which makes up the bulk of our plan, is all about minimising risks. This section is underpinned by the Department for Education's advice on effective protection and control which states that schools must use the system of controls in the guidance to draw up plans for the autumn term.

System of Controls.

This is the set of actions schools must take. They are grouped into 'prevention' and response to any 'infection'.

Prevention:

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who has 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 frequently touched surfaces often, using standard products such as detergents.
5. Minimise contact between individuals and maintain social distancing wherever possible
6. Where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 – 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 school community
9. Contain any outbreak by following local health protection team advice

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

Numbers 7 – 9 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.

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

Section 1: Minimising 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 has someone in their household who does, do not attend school</p>	<p>If a member of the staff, pupil, parent or any other adult shows symptoms of Coronavirus (high temperature, continuous cough or loss/change in their sense of smell or taste) or they have tested positive within the last 7 days, <u>they are not to attend school.</u></p> <p>If a child in the setting becomes unwell and is displaying symptoms of coronavirus, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space (the First Aid Room) where they can be monitored and supported until they are collected by their parents or carers.</p> <p>Following the child being removed from the bubble, everyone in the class 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 room will be ventilated and surfaces cleaned.</p> <p>Whether or not the whole bubble will close for the day is dependent on the conditions of the day, rather than waiting for a test result.</p> <p>The child should then be tested for coronavirus. Other members of the child’s household should self-isolate for 10 days or until a negative test is confirmed. If the test is negative the child can return to school assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 10 days and not attend the school.</p>
<p>Prevention</p> <p>2. Clean hands thoroughly more often than usual</p>	<p>Adults and children are to wash their hands on the following occasions:</p> <ul style="list-style-type: none"> • Entry to school • Before/after break times • Before lunch • Before and after eating • When they change rooms (for interventions etc) • Before leaving school • Anytime that they visit the toilet or cough/sneeze into their hands <p>Additional hand sanitiser pumps are stationed in each classroom as well as additional hand sanitisers at appropriate points in school i.e. the reception desk for visitors and staff upon arrival, the staff room and the hall.</p> <p>Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands.</p>

	<p>Children may also use moisturiser supplied from home when required as there will be children that have sore hands due to dry skin or eczema.</p> <p>Hand hygiene protocols are to be re-visited on the return of all pupils. These will need to be consistently reinforced so they become part of our culture and behaviour expectations. Some classes may choose to ask children to create own posters for hand hygiene.</p>
<p>Prevention</p> <p>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p>	<p>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 into the lidded bins in each classroom.</p> <p>Staff need to ensure that classrooms have good ventilation (open windows and doors).</p>
<p>Prevention</p> <p>4. Introduce enhanced cleaning of frequently touched surfaces often, using standard products such as detergents.</p>	<p>At various intervals, adults will disinfect and clean tables, door handles and equipment. This will need to take place at break, lunchtime and after school.</p> <p>After any interventions spaces have been used (Mulberry Room, SEN Office, library, available outside classroom space) it will need to be cleaned by the adult.</p> <p>Children should be allowed to go to the toilet as they would do in a normal school day, however we need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets will be allocated in the following way:</p> <ul style="list-style-type: none"> • Reception: toilets in reception • Year 1 & 2: toilets in Maple • Year 3 & 4: toilets in LKS1 corridor • Year 5 & 6: toilets in UKS2 corridor <p>We will need to relax our approach to toileting in lesson time as many children's body clocks will have changed significantly over the past few months. More children will need to go to the toilet during break times. We need to continue to monitor this so it is only one at a time.</p> <p>Children will need to ask the adult supervising them during break and lunchtime to go to the toilet as this will help the adult make sure that children go to the toilet one at a time. These will include outside toilets for KS2 pupils.</p>

<p>Prevention</p> <p>5. Minimise contact between individuals and maintain social distancing wherever possible</p>	<p>All children will be allocated into school ‘bubbles’. The term bubble is used to describe a group of children in the school. The purpose of ‘bubbles’ is to minimise contact and mixing between people, reducing the transmission of coronavirus.</p> <p>Grouping the Children</p> <p>There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protection 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>For the most part, our classes will form our bubbles of children. Where appropriate, we may need to work in phases i.e. year groups working as Early Years, KS1 (year 1 & 2), LKS2 (year 3 & 4), UKS2 (year 5 & 6)</p> <p>The reason for using phases are as follows:</p> <ul style="list-style-type: none"> • This will increase our capacity to offer intervention groups across phases • The sharing of resources and equipment between these phases will help support a broad curriculum and help ensure that all lessons can be appropriately resourced • There is the option to deploy staff internally to cover a teacher or release a teacher from the classroom within a phase bubble model. This would avoid the need to utilise supply teachers (no guarantee of bubble integrity therefore a last resort) <p>Measures within the classroom</p> <p>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. Ideally, adults should maintain a 2 metre distance from other adults. In particular, adults should avoid close face-to-face contact and minimise time spent within 1 metre of anyone.</p> <p>Classrooms need to be adapted to support distancing where possible. Tables will face the front and children should sit side-by-side, not facing one another nor side on. Classes will continue to use their carpet spaces where it is age appropriate.</p> <p>Measures elsewhere</p> <p>At this stage there will be no whole-school events where children and adults are required to congregate. Worships will be virtual.</p>
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Measures for arriving at and leaving school (inc break/lunch times)

Staggering entrance/collection will ensure that the adults and children on site can distance appropriately and it will reduce the risk of children coming into contact with children from other bubbles. It is very important that you stick to these timings.

A staggered entry is required for our school:

**8.30am - 8.40am: Single children at St George's CEP ONLY
(this includes twins in the same class)**

For this timeslot, parents will not be allowed on site and must drop off at **either manned school gates**.

**8.45am – 8.55am: Families 2+ children
(this includes families with a pre-school child)**

For this timeslot, parents will ONLY be allowed on site if accompanying a pre-school child otherwise parents must drop off at either manned school gates.

8.55am - 9.00am: Remaining Single Pre-school children

For this timeslot parents will be allowed on site

The gates will be locked at **9.00am** and anyone arriving after this time must go to the Main School entrance only.

Pick up is from the Main School entrance only from KS2 playground as follows:

**3.00pm: Families 2+ children
(this includes Pre-school plus at least one child from St George's)**

**3.15pm: Single children at St George's
(this includes twins in the same class)**

The emergency gates will be opened so that parents can continue to use the one-way system to safely leave the school grounds.

Parents should leave quickly and should not congregate.

Children in Year 5 and 6 only can arrive and leave school unaccompanied but only if relevant permission request has been authorised. They **CANNOT** be responsible for supervision of younger pupils.

Children will continue to use the external doors to their classrooms to prevent large groups of children gathering.

Parents are encouraged to **walk to school where possible** and only one parent will be permitted on site. We recommend the use of face masks while on the school premises and adults should maintain social distancing of 2m.

	<p>In terms of the end of the day, parents must not arrive early or late. They must collect their child/ren on time so that school staff can release children safely. The KS2 playground will be open to parents to briefly wait in before their child/ren are released to them. Whilst parents are waiting, social distancing must be adhered to.</p> <p>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 via calling the school or emailing admin@st-georges-wrotham.kent.sch.uk to arrange an appointment.</p> <p>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.</p> <p>A member of the office staff will go to classrooms at allocated times to collect any items brought into school (money, forms, register etc)</p> <p>Other considerations</p> <p>In terms of classroom resources, for regularly used stationery, staff and children will all have their own individual set, supplied by the school, that is not to be shared. It is not necessary for children to bring in stationery from home but if they do it will only be allowed if it is kept in their tray and not shared. If it does not fit in their tray it will be sent home.</p> <p>Children should not bring anything additional from home. It is necessary to limit the resources that can be brought into school. The list below is all that will be allowed to be brought in:</p> <ul style="list-style-type: none"> • Small, simple back pack or logo school bag • Lunch box and water bottle • Outdoor wear – coat/hat/gloves etc • Reading books (including reading records) <p>There can be no ‘show and tell’. However, children can now take books home and return them as normal. Books are to be returned as normal but taken out of circulation for 48 hours before being returned to the class library, school library or reading scheme boxes.</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). However, if a member of staff would prefer to use PPE when working with children, this is also allowed.</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 • Disposable gloves <p>When disposing of PPE, staff will need to place the items inside a small plastic bag and then place this bag in the bins.</p> <p>Children need to know that some adults might be wearing PPE and that it is ok.</p> <p>For general cleaning purposes, staff will be issued with their own set of rubber gloves.</p> <p>If staff have any concerns regarding PPE, please speak to the office staff.</p>
<p>Response to any infection</p> <p>7. Engage with the NHS Test and Trace process</p>	<p>Parents are expected to engage in the NHS Test and Trace process if required to do so. This is really important to make sure that the community is kept safe and that children do not miss any further time in school unnecessarily. They will also be obliged to follow the stay at home regulations.</p> <p>All children can be tested, including children under 5.</p> <p>Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or negative result.</p> <p>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.</p> <p>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 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 10 days.</p>

<p>Response to any infection</p> <p>8. Manage confirmed cases of coronavirus (COVID-19) amongst school community</p>	<p>School should contact the local Health Protection Team.</p> <p>Any advice provided by PHE will be followed by the school.</p> <p>School will inform parents of the infection but we will not reveal the name of the infected child/adult.</p> <p>Those contacted or sent home must self-isolate for 10 days. At that point the household will need to go into full 10-day isolation following stay at home guidance and the child should have the test.</p> <p>If the result is positive, they must inform school immediately and isolate for the remainder of the isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</p> <p>St George's will (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>
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Section 2: School Operations

Aspect of school	Action
<p>Attendance & Uniform</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 Monday 8th March.</p>	<p>Attendance expectations</p> <p>Attendance expectations will return to normal from Monday 8th March in line with the school's attendance policy. All children should attend school as much as they possibly can and should only be absent from school if covid related or another illness related reason. The school office must be contacted by 9.15am daily to inform them of a child's absence. Attendance will be more important than ever.</p> <p>If children's attendance dips below a certain percentage, they are classified as persistent absentees. Where this happens we will work with the family and other agencies to offer 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 children (in line with our Attendance Policy).</p> <p>Children who are shielding or self-isolating</p> <p>If a child or adult has received a Shielding letter (for clinically extremely vulnerable) then their absence from school will be reflected upon evidence of the exemption letter. Other siblings within a family are expected to return to school.</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. St George's Primary will support those parents through dialogue with the school nursing 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>Children and families who are anxious about return to school</p> <p>If parents of children with significant risk factors are concerned, we will provide the opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance – this could be via a phone/Zoom meeting.</p>

	<p>Uniform</p> <p>When school returns on Monday 8th March, we will return in full school uniform. It is important that the children follow the Uniform Policy as this will help children make connections back into a familiar routine.</p> <p>For the remainder of term 4 there will be no allocated PE session. Each class will be taking part in daily physical activity at different points through the school day therefore we DO NOT require children to wear school shoes and would encourage trainers.</p>
<p>Catering</p>	<p>The school kitchen will be fully open on Monday 8th March providing a hot lunch option for the children.</p>
<p>Lunch and break times</p>	<p>Timings of lunchtimes will be staggered, as will break times.</p> <p>Break times</p> <ul style="list-style-type: none"> • KS1 (Year R, 1 & 2) 10.20am – 10.35am & snack at 10.35am – 10.55am • LKS2 (Year 3 & 4) 10.40am – 10.55am • UKS2 (Year 5 & 6) 10.20am – 10.35am <p>During break time, children will be able to use different parts of the playground and outdoor areas.</p> <p>Lunch times</p> <p>We will be using the school hall for eating. There will also be a period of time for break either outside or in the classroom (weather dependent)</p> <ul style="list-style-type: none"> • Early Years: 11.30am – 12.30pm • KS1: 12.30pm – 1.30pm • LKS2: 12.00pm – 1.00pm • UKS2: 12.00pm – 1.00pm <p>Children will need to clean their hands before lunch (handwash and sanitise). There will be hand sanitising stations in the hall.</p>
<p>Educational Visits</p>	<p>As it currently stands, there are no overnight visits permitted.</p> <p>School trips are permitted to resume, however there is risk of compromising the integrity of bubbles by mixing with other schools attending venues or using coaches that have also been used by other schools. There will need to be a thorough risk assessment carried out before any trip is agreed to ensure they can be done safely.</p> <p>We currently plan to stay local and use of our minibus has been approved but will be cleaned between usage.</p>

<p>Extended Schools Provision (breakfast and after school club)</p>	<p>Extended school is permitted to commence. Children attending this will ideally need to be kept in separate phase bubbles, observing very good hand hygiene. The hall will be set up so there are the following zones:</p> <p>Zone 1 – Bubble 1: Reception Zone 2 – Bubble 2: Year 1 & 2 Zone 3 – Bubble 3: Year 3 & 4 Zone 4 – Bubble 4: Year 5 & 6</p> <p>Resources should be organised into different boxes for each bubble. These resources should be cleaned at the end of each session.</p> <p>To begin with, there will be limited food provided so we can ensure maximum levels of supervision of the separate bubble. Parents will need to make sure that children arrive having already eaten or they can pack some additional food for their child. This additional food can be for breakfast and/or tea.</p> <p>Extended schools will reopen on Monday 8th March and require pre-booking due to limited availability. Parents need to ensure they arrive promptly for drop off and pick ups. This will be done via KS2 gate entrance.</p>
<p>Teacher led clubs</p>	<p>At this stage we will not be providing teacher led wraparound clubs. This will be under review for Term 5 and 6.</p>

Section 3: Curriculum, Behaviour and Pastoral Support.

Aspect of school	Action
<p>Curriculum expectations</p> <p>The key principles that underpin government advice on curriculum planning are:</p> <p>Education is not optional: all children receive a high quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>The curriculum remains broad and ambitious: all children continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate children remotely, where this is needed.</p>	<p>Children will need to work on a number of different transition activities that will help remind them about the routines and procedures around the school. The activities will also help reconnect the children to the school community and aim to help children feel a sense of emotional safety.</p> <p>We also intend to use daily PSHE activities and daily active sessions in order to support children’s mental health and wellbeing. We will attempt to provide all curriculum subjects for our children. We will not be removing any subjects from our curriculum but will be revised.</p> <p>In order to spend more time on key areas, we will need to spend less time on other subjects. In order to do this effectively, it will be vital to make sure that we prioritise the most important components for progression in each subject. This will allow our curriculum to remain broad so that the majority of children are taught a full range of subjects (albeit in a condensed form) over the year.</p> <p>For children in key stage 1 and 2, teachers are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics).</p> <p>For children 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.</p> <p>For children in year 1, we will need to carefully consider their education as the transition from EYFS into KS1 has been thwarted this academic year. The class may require a further period of transition to allow them to benefit from the learning opportunities that continuous provision can offer.</p> <p>We will also need to consider the children’s starting points in phonics. For a period of time, we may need to consider 2x daily phonics sessions to help rebuild key phonics knowledge. Daily phonics interventions will need to take place to support early reading as much as possible.</p> <p>For children in year 2, we will need to complete the phonics programme and take into account the time that has been lost. It is likely that whole class reading and phonics will need to run simultaneously. Daily phonics interventions will need to take place to support early reading as much as possible.</p>

	<p>Additional interventions will be provided as necessary. We will already have a clear idea of the children that have not managed to engage with home learning over the past few months. It is highly likely that these children will need additional support in the future months. This, combined with the information that we will obtain when the children return to school, will help us plan meaningful interventions based on the needs of the children.</p> <p>Our texting and email service and school website will allow parents to keep up to date if we should experience bubble or local area lockdown. Please see section 5 of this plan for our contingency plan.</p>
Pastoral support	<p>Children may experience a variety of emotions in response to the coronavirus outbreak. Some children 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 severe anxiety or depression. Others will not be experiencing any challenges and will be keen to return to school.</p> <p>Daily PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Further details on how we will be supporting the children’s wellbeing and mental health can be found on our recovery plan. We will be providing a copy of this to all parents.</p>
Behaviour expectations	<p>We place great importance on behaviour and relationships in our school. When children return to school, time will be spent on reminding them about the routines that need to be followed as well as reminding them about the expectations on them.</p> <p>Expectations of behaviour will be revisited and the school’s values of respect, good relationships, positive attitude, confidence and good manners will be widely discussed so that the ethos of the school does not change. The climate and culture needs to remain one of the high expectations and respect for one another.</p> <p>School rules, including any new rules, will need to be shared with all staff, children and parents. This will help reinforce the clear, reasonable and proportionate expectations of children’s behaviour. Where appropriate, individual needs will be taken account of.</p> <p>It will be very important to build relationships and establish routines for strong learning behaviours as quickly as possible. Some children may find it difficult to re-engage in school and follow routines and</p>

	expectations for behaviour. Where this occurs, support will be provided to help overcome barriers to attendance and strong learning behaviour.
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Section 4: Assessment and Accountability.

Aspect of school	Action
Primary Assessment	<p>All statutory assessments for this academic year have been cancelled. However, schools are expected to make their own internal judgements. These will be made from teacher assessment and internal assessments.</p> <p>The tests are as follows:</p> <ul style="list-style-type: none">• The Reception Baseline• The phonics screening check (including year 2)• Key stage 1 tests and teacher assessment• The year 4 multiplication tables check• Key stage 2 tests and teacher assessment• Statutory trialling

Section 5: Contingency Planning for Outbreaks.

Aspect of school	Action
<p>A local outbreak</p>	<p>If school is made aware of a local outbreak, the PHE Health Protection Team or the Local Authority may advise school to close. Preparations will be made by way of a contingency plan so that learning can still continue and the community can remain safe.</p>
<p>Remote education support</p>	<p>Contingency Planning</p> <p>Our immediate response to any school or ‘bubble’ closures will be to resume remote learning offer as in lockdown from January 2021.</p> <ul style="list-style-type: none"> • Children take home their individual stationary packs and their current exercise books • Lesson planning will be provided on class dojo • Allocated slots per day for a class via zoom with class teacher • Input/videos put on class pages on Class Dojo <p>Where children can’t access the IT resources they will be supported by the school in providing necessary equipment.</p> <p>The principles for delivery will be as follow:</p> <ul style="list-style-type: none"> • Children will receive inputs for a range of subjects each day • Learning will be sequenced as per our current curriculum model in order to ensure 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 • High quality explanations of new content will be made by the teacher. This will feature a great deal of teaching modelling through videos via class pages on our website • Activities will have varied challenges eg must, should, could • Questions can be used in the allocated virtual teacher sessions to gauge how well the children have engaged/progressed in the lesson, then additional verbal feedback/next steps provided • Based on discussions teachers can adjust pace or difficulty of what is being taught. Where necessary, teacher may need to revise their planning. • Following a return to school the children’s completed activities will be checked through <p>Oak National Academy also have available video lessons covering the entire national curriculum. These resources will be as flexible as possible, allowing schools to reorder topics and lessons to match their own plans and curriculum. They may also provide support for our planning where applicable in the event of a bubble closure.</p>

	<p>Oak National Academy specialist content for children with SEND could also be used to support learning.</p> <p>Individual support</p> <p>Where individual children are not able to attend school, we will liaise with the family to agree on the best way to support the child's learning. This will likely involve teachers uploading all of the lesson materials on to Class Dojo so children can complete their learning at home. It may also involve providing video explanations for children, where this is appropriate.</p>
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