

# St Paulinus Catholic Primary School

Part of Nicholas Postgate Catholic Academy Trust



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ST PAULINUS  
CATHOLIC PRIMARY SCHOOL

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Wednesday 15<sup>th</sup> July 2020

## Information for parents and carers on plans for wider opening within St Paulinus Catholic Primary School from September 2020.

### 1. Current guidance and statistics

The DfE guidance for schools returning in September 2020 was published on July 2<sup>nd</sup> and is available [here](#) and further guidance for parents [here](#).

The DfE guidance outlines an aspiration that all schools will return to school full time from the beginning of the autumn term and this is also the plan for the schools within the Nicholas Postgate Academy Trust. However, at the time of writing there is still public health advice in place to minimise the risk of transmission of coronavirus (COVID-19) in schools and thus the Trust will be making changes to the way it operates in September 2020 to keep children and staff safe from contagion. These changes are outlined in the sections below.

In summary the DfE guidance plans two main ways to limit transmission of the virus from September:

- i. Ensuring pupils remain in consistent groups (known as 'bubbles') wherever possible, thereby minimising the number of contacts between different people across the school. The new guidance says '*schools may (now) need to change the emphasis on bubbles within their system of controls and increase the size of these groups*' (see section 2)
- ii. By maintaining distance between individuals wherever possible ('social distancing'). Our experience with keyworker provision and the limited return to school since June 8<sup>th</sup> shows us that this is harder for children in EYFS and thus we propose different arrangements for children of this age (see section 2)

### 2. Operational situation

**Preventative hygiene and PPE.** Our staff are now well used to what is required for preventative hygiene and have been working with the children of keyworkers since March 24<sup>th</sup> and those who returned from 8<sup>th</sup> June to make sure expectations are made clear. Good practice was outlined in our Risk Assessment (RA) for return at that time.

Most children will be familiar with the need to:

- **Clean hands thoroughly and more often than usual.** We now have good stocks of sanitiser by every door and in all classrooms within the Trust. We will spend time in the first weeks back ensuring that children understand the importance of cleaning their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating;
- **Undertake the 'Catch it, bin it, kill it' approach** with enough tissues and bins available in each school to support children and staff to follow this routine;

Staff and children will be allowed to wear **PPE** (masks and gloves) if they wish to however this has not yet been necessary. Staff and children must discard PPE worn on journey to school on entry and replace it with new. According to DfE guidance the risks to children under 19 from COVID-19 is '*very low*' and they ask us to consider the '*negative health impacts of being out of school*'. Staff cannot, however, help very young children with masks or gloves and if children cannot manage these independently we would not suggest that parents send children in with them. The school will not provide PPE for children. Further information of the risk to children of various ages, which is reassuring, can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/897210/COVID19\\_Weekly\\_Report\\_30\\_June.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897210/COVID19_Weekly_Report_30_June.pdf)

**Class and year group 'bubbles'.** We will group children in year groups into 'bubbles' which will remain consistent and separate from other 'bubbles'. It has been decided that the school will operate four larger phase bubbles across the school. One for the Early Years classes (Nursery and Reception), one for Year 1 and 2, one for Year 3 & 4 and one for Year 5 & 6. For the majority of their time in school the children will be with their own teacher and support staff but at playtimes and lunchtimes they will be separated into phase bubble groups that will only have limited contact with one other year group outside. This will '*make it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible*'.

For the majority of the time a distinct group of adults will support each 'bubble'. Adults will endeavour to maintain a 2 metre distance from each other, and from the children as the adults are statistically at a higher risk. Having 'bubbles' of two classes helps the school with logistics for breaks and PPA to be covered and also allows cover for staff absence safely.

**First day back –Wednesday 2<sup>nd</sup> September.** Children in Years Reception to Year 6 will be given an allocated time between 8:40 and 9:00 to arrive on the 2<sup>nd</sup> September to allow all those who are new to the school or to a site (since end of March 2020) to be directed to the right place, for parents to feel comfortable about where their children will be and to ensure a calm and ordered start to the term. These start and finish times will be in three groups and we will try and maintain siblings together to make things as straightforward as possible for families. These times will be sent to you individually by Parentmail before the end of this week. Home time will also be staggered between 2.50pm and 3.10pm.

Children will have to enter the building on their own and parents will remain outside until further notice. Please prepare your children for this and support the school by staying socially distanced from school staff on this day. Parents will also be asked to observe the one-way system that has operated successfully on the school yard. Please do not drop your child off at the gate and double back. Reception and Nursery parents will walk around the back of the school and exit using the gate on Staindale. Existing Nursery children will be contacted individually to agree a return date and time to meet these new logistical requirements.

**Children new to school – Nursery and Reception.** New Nursery children and their parents will be invited for an individual appointment to meet the teacher in September 2020. Reception children will start school on part time hours for the first week to ease transition to school. The children will either attend for a morning or an afternoon and will be notified by phone of their allotted time. Nursery children have been allocated different start dates to allow a gradual intake of children so that they can familiarise themselves with their new environment. On arrival at school, children in Nursery and Reception will have to enter the building on their own, saying goodbye to their parent at the external door to their classroom where they will be greeted by their class teacher. Where possible, please limit the number of adults accompanying a child to school or collecting them at home time to one per child. Please can we also make sure that all siblings do not play on any outside equipment and stay on the footpath at all times.

If a child is reluctant to separate from their carer at the door we will seek your support to guide them in safely. Staff are advised against all contact with children to maintain social distancing measures. After this day we ask that parents then remain outside until further notice. Please prepare your children for this and support the school by staying socially distanced from school staff when you do enter the building.'

**Classroom seating.** For Years 1-6 children will be seated for the autumn term side by side and facing forward. Children will sit in a designated space and not change seats for different subjects.

Children in EYFS will be following a free flow, play based curriculum with restrictions in place. To reduce contact, there will be limited numbers of children sat on the carpet with others seated in chairs around or at the back of the carpet area. Whole class teaching sessions will be no longer than 15 minutes and all classrooms will be well ventilated. It will not be possible, nor is it required, to enforce social distancing measures with children in EYFS. This means that children will come into contact with all the children in their class and they are likely to come into contact with all the children in the year group during outside free flow and lunchtimes. Staff will endeavour to maintain a 2 metre distance from each other, and from the children as the adults are statistically at higher risk.

**Learning resources.** For individual and very frequently used equipment, such as pencils and pens, staff and pupils will have their own items that are not shared. We are happy for children to bring in their own pencil case that should contain the following essential items, pencil(s), rubber, sharpener, coloured pencil set and felt tip pens, pen, ruler. Please do not go and buy hugely expensive pencil cases as these can be damaged or lost and cause upset. Please can I ask that no key rings or other miscellaneous items are attached to the pencil cases. **These pencil cases will be staying in school at all times.** I know Year 4 already have pencil cases ready for you however children can bring their own if they prefer. Other classroom based resources, such as books and games, can be used and shared within the class bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources with multiple small parts (e.g. Duplo in EYFS ) should be avoided as they are time consuming to clean after use.

In KS1 and KS2 resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. Individual year group bubbles will not share equipment at playtimes.

**Attendance.** All children (Years Reception to Year 6) will be welcomed back to school on Wednesday 2<sup>nd</sup> September and attendance is mandatory. We support the government here which notes:

- *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.*

Please prepare your children for return in good time for the first day back on Wednesday 2<sup>nd</sup> September 2020.

**Assemblies.** There will be no traditional whole school or key stage assemblies during the first part of the autumn term and these will be replaced by a 'Google Meet' version, which will be watched by children in multiple classrooms on screens. Classes may be still able to do individual class assemblies using this technology and it is possible that parents may then also be able to virtually 'join us'. We are keeping an open mind about Harvest, School Mass and Christmas productions but all should be aware that, even at this early stage, full-scale productions look unlikely in the autumn term.

**School trips.** We are not planning any school trips during the autumn term. We may visit the local area by walking to Guisborough Woods for example but will consult beforehand.

**Group work and interventions.** Interventions will not take place with children from mixed year groups together and shared spaces and equipment will be allocated for the time being to a single year group. Teaching Assistants should work in classrooms wherever possible rather than withdrawing children and if they need to talk with an individual child this should take place outside to avoid the need to walk through spaces allocated to other 'bubbles'. Children working in learning spaces outside the classroom should take all equipment they require with them to the intervention area. The area will be cleaned over lunch, before pupils from another bubble use the same area – i.e. a single group using the space in the morning and a single group in the afternoon. Staff and children will wash their hands before returning to their own classroom.

**Breakfast and after school clubs.** Breakfast and After School club will run with booked places only in autumn term to avoid children coming and going and to ensure consistent staffing. 'Ad hoc' places will not be available for the time being and parents must commit to set days in any given week in advance. There is a limit on the number of places available and all who require a place will be accommodated wherever possible. As we are not doing activity clubs in the autumn term (see below) we will have more spaces to spread these children out and wherever possible we will try to keep them with children from their own 'bubble' – i.e. year group – with the same set of staff. However, this cannot be guaranteed and children are likely to mix with a limited number of children outside their 'bubble' in these clubs and parents should be aware that this will heighten the risk. We have made the decision that this was justifiable given that the alternative is no provision at all for working parents. Office staff can explain new arrangements (e.g. if certain year groups will be in different locations) at the time of booking. It is likely that the after school club and Breakfast Club will be based in the hall until further notice.

**Activity clubs.** There will be no outside providers for activity clubs in any of our schools initially in the autumn term (e.g. multi sports or Yoga.) and where additional clubs are run 'in house' by school staff they will be restricted to children from a single year group or phase bubble. We will look to restart after school clubs as soon as it is safe to do so and compliment the work in school.

**Start and end of the day.** Children should not arrive at school until 8:35 and gates to the schools from the path will not be open until then. Children should proceed straight to their classrooms without delay, entering directly via the external door where possible. Collection points will be explained to each class but are being rearranged to reduce congestion at main doors. Teachers will begin to get ready for the end of the day in good time to avoid children massing in corridors or shared spaces and will give other classes space on stairways where necessary. Senior staff will be on hand in the playgrounds before and after schools to assist and advise children and parents. In a change to our established practice we do ask that parents do not speak at length to teachers at the start and end of the day and that if parents need to talk to the teacher to contact the school office and the teacher will then call. Children and parents should leave the school premises promptly and without congregating with others.

**School office.** School office will remain closed to visitors. Parents should do all they can to ensure that children have all that they need for the day (e.g. packed lunches) at the start of the day and if there is an emergency meaning that their child needs to be collected at a different time should telephone the school first. Staff will then arrange to meet parents with their child in the open air. All other communication should be done by telephone or e-mail.

**Children or staff suspected of having COVID-19.** In line with DfE guidance in the case of a suspected infection the school will:

- a) engage with the NHS Test and Trace process. We ask that parents and staff inform the School immediately of the outcome of any test;
- b) manage confirmed cases of coronavirus (COVID-19) amongst the school community. The School will e-mail parents with a notification of a confirmed infection including which 'bubble' this may affect. We will not share the names or details of people suspected of having or conformed to have coronavirus;
- c) contain any outbreak by following local health protection team advice. For the avoidance of doubt the new advice says that we 'must send home those people who have been in **close contact** with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. 'Close contact' now means:
  - i. 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);
  - ii. proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual;
  - iii. travelling in a small vehicle, like a car, with an infected person.
- d) The health protection team will provide definitive advice on who must be sent home;
- e) When a case is suspected in school the child will be immediately isolated from other pupils and staff and placed in the designated area within the school (after school club room). Staff supervising these children should also try to ensure they remain two metres away while still aiming to provide the reassurance and care particularly young children will need.

Enhanced PPE is available for these staff. The school will contact parents and request they collect their child from the school immediately.

- f) Any member of staff who has been supervising a child with suspected symptoms should immediately wash their hands in line with current guidance. The room that a child has used in this circumstance (and any bathrooms they have used) should be fully cleaned before anyone else uses them.
- g) We ask that parents whose child has been identified as having a suspected case of COVID-19 should seek immediate medical advice. The guidance says '*Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test.*' If no test is undertaken then we expect children to self isolate according to the Public Health England guidance here: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

**Households with a confirmed case of Coronavirus** should follow the advice laid out by Public Health England here: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance> regarding isolation and should keep their school informed about their planned date of return following isolation.

**Containing any outbreak by following local health protection team advice.** If any of our 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 the Trust will continue to work with their local health protection team who will be able to advise if additional action is required. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. As our schools will be implementing controls from the suggested DFE list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school can hopefully be avoided. In the case of a shutdown home schooling will resume as detailed in section 4 below.

**Enhanced cleaning regimes.** Since some children returned on June 8<sup>th</sup> all schools have been subject to enhanced cleaning and have also been repeatedly deep cleaned and as a consequence the schools have never been cleaner. We have adjusted our cleaning rotas to ensure that much more cleaning goes on during the school day – with particular attention paid to those surfaces that are frequently touched like door handles. School staff not normally involved in these duties like teachers and support staff have also been helpful in keeping their own classrooms clean and extra materials have been provided for this purpose. We anticipate these arrangements will stay in place until further notice.

**Coats and bags.** As year group bubbles will not often share the same cloakroom facilities coats and bags can be left in their normal places in most cases. If there is a risk of 'bubbles' coming into contact with each other's bags or coats then bags and coats can be hung on the back of chairs in classrooms instead.

**The importance of fresh air.** Windows and doors should be left open in most cases even as the weather gets colder. Children may be allowed to wear coats in class with permission from their class teacher. Where possible teachers may take the opportunity to move some subject teaching or groups outside with the agreement of the Headteacher and still adhering to social distancing measures.

**Behaviour.** An addendum to our behaviour policy was formulated in June 2020 when the first groups of children returned to school and remains in place. In the addendum we have had to change some of our expectations around pupils' behaviour and make these clear to all. In these times of heightened risk to our health, it is important that children and staff are aware that unhygienic behaviour is taken very seriously. Our Golden rules remain unchanged and children should strive to do their best in all that they do.

In addition, and in order to keep ourselves 'safe, healthy and happy' children must be aware of the new requirements in the addendum namely that they must:

- i. Stay at least 1+ metres apart from each other wherever possible (with a common sense approach taken to EYFS pupils);
- ii. Use their own specific equipment (including resources) and not share any of these;
- iii. Not share any food, drinks, cups or water bottles;
- iv. Work, eat and play in our designated group, and minimise contact with children from other groups (including in the playground, anywhere on the school site and on our way to and from school)
- v. Move around school as instructed by our teacher/adult and avoiding other people;
- vi. Never cough, sneeze or spit towards another person; catch all coughs and sneezes in a tissue and throw it away (catch it, bin it, kill it), then wash our hands;
- vii. Wash hands frequently (including whenever we are asked to), with soap and water for 20 seconds (e.g. by singing happy birthday twice) or with hand sanitiser if soap and water are not available;
- viii. Not touch or hug anybody in school for any reason;
- ix. Not bring or take home anything from school apart from our book bag, water bottle (and packed lunch if required).

**Planning, preparation and assessment (PPA) release time.** The government advice makes it clear that adult staff members can now work across groups of pupils as they are able to regulate their behaviour and maintain an appropriate, safe distance from pupils. PPA and class cover arrangements which may bring additional adults into contact with groups of pupils will continue. In these cases, staff will maintain appropriate distance from the children for their own and the children's safety. This means that on occasions other teaching staff are permitted to teach class bubbles.

**School lunches.** We intend to have a full school offer for hot lunches again from the 2<sup>nd</sup> September provided by Mellors with a return to the normal payment arrangements via ParentPay. Year 3 parents should be aware that universal free school dinners do not apply in KS2 and that payment may be required. If parents are unsure about whether they need to pay or not they should contact their school office. An amended menu will be in place with more limited choice of dishes – basically meat or vegetarian, with no open salads or bread. To aid with distancing measures lunches being eaten in classrooms will occur regularly. Children should always have the chance to wash their hands before eating.

**Availability of water on site.** All pupils should have their own water bottle that is untouched by other children or staff. Water is available in school to refill children's own water bottles. Water bottles will return home to be washed every night.

**Travel to and from school.** In accordance with our current risk assessment we encourage parents, staff and pupils to walk, use a scooter or cycle to school if at all possible. Children should not travel to or from school with other children or with another family outside of their "bubble".

**School uniform.** School uniform should be worn as normal. We ask that parents wash uniform more regularly than normal in order to attain the highest levels of hygiene within the school.

**Toilets.** Where toilets are shared between year groups we may allocate certain times to a particular year groups and additional cleaning will be in place. For older children the need to visit the toilet during teaching time will be discouraged as it is not possible to supervise all older children as they visit the toilet with the potential risk of cross 'bubble' contamination. All children should wash hands after they have been to the toilet and be reminded to do so.

### 3. Curriculum

**Curriculum for reconnection and recovery.** It is clear from those children who returned in June that the enforced break has had an impact on children's behaviour for learning. The situation may change after the summer holiday but is clear that some children have become passive and even withdrawn during the lockdown.

**The primary focus of the recovery curriculum** is to 'help children to recover from their loss of routine, structure, friendship, sleep, opportunity and freedom.

Those five losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. Naturally we recognise that pupils may have a loss of knowledge, but this does not recognise the scale of impact. If we consider the definition of a relevant curriculum as the 'daily lived experience' we must plan for experiences that provide the space for recovery.

The **Recovery Curriculum Framework** is based upon the work of Barry Carpenter and the Evidence for Learning team, which sets out the importance of recognising the trauma and loss that children will have been through during the Covid-19 pandemic. Successful transition for children to enable them to once again become efficient and confident learners is key. The way in which we do this is to acknowledge and accept the losses that we have all been through during the pandemic. It will be essential that each school must ensure they adhere to our aims and objectives with the content they believe is best for their school community.

The work of Professor John Hattie who has [studied extended school disruptions across the world](#) gives us a good idea about what will need to be done on our return and we will focus in the first weeks on strengthening our own '3 R's' - routines, relationships and resilience. This will also form the basis of some of the first work undertaken when children return on the 3<sup>rd</sup> and 4<sup>th</sup> September. We have been thinking about how they might best help our children reconnect and some initial thoughts are given in Table 1 below.

Whilst we are confident that many children will quickly 'bounce back' after the lockdown we are aware that there will be some children returning who have experienced bereavements amongst friends or family or who have experienced anxiety or stress during this time. There will be a potential disproportionate effect of the pandemic on some communities and individuals and we will do all that we can to support where appropriate - using our own school counselling service and where appropriate signposting to other organisations who might provide support.

In September we had long planned to begin our updated PSHE curriculum and we have now reconfigured this for autumn 2020 so that work in all year groups centres on health and wellbeing. We will allow extra time for this in the autumn term as well as ensuring that circle time is timetabled and that the new scheme of work called 'Jigsaw' becomes embedded as practice within the school.

**Table 1 – Headline reconnection and recovery activities by year group**

<b>Year group</b>	<b>Planned activities</b>
<b>Nursery</b>	<ul style="list-style-type: none"> <li>• Individual appointments in September for all new Nursery children and their parent/carer with new teacher to discuss the needs of each child and to allow the parent/carer and child to look around the setting and familiarise themselves with the classrooms and staff before starting.</li> <li>• Staggered starting dates to allow smaller groups to settle before the whole class are in.</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Staggered start arrangements for first three days.</li> <li>• Shorter days for the first full week.</li> <li>• In order to address gaps in language and early reading, additional phonics sessions linked to 'Letters and Sounds; Phase One' will be planned and delivered in the first half of the autumn term.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• In Year 1, we will be extending our transition period until the end of Autumn 2. We will be focussing on Phase 3 of Letters and Sounds in our phonics lessons, whilst recapping Phase 2.</li> <li>• In maths, we will develop the children's confidence using numbers to 10 in a variety of ways laying the foundations the School's 'Maths mastery' approach</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• In Year 2, phonics will be taught focusing on phases 3/4/5, sessions will be increased to daily sessions and the Year 2 spelling programme will be postponed until children are ready.</li> <li>• In maths, early work will be used to help address gaps in children's knowledge from Year 1 e.g. money and shape, and units have been extended to allow time to go back further and ensure key skills are embedded.</li> <li>• During the first term, literacy objectives will be adapted to address missed learning and daily handwriting sessions will be introduced.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Daily phonics sessions will be run during the autumn term to allow children to secure the key skills in reading;</li> <li>• Maths units have been reordered to ensure coverage is balanced.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• During the first half term, we will focus on adapting our collaborative working style whilst still maintaining high expectations of talk and cooperation;</li> <li>• We will focus heavily on reading fluency and embedding key mathematical skills from the Year 3 summer term such as time and money.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• There will be a much stronger focus in the autumn term on securing times table knowledge to enable children to progress effectively in mathematical reasoning and problem solving;</li> <li>• Resilience strategies will be taught and nurtured so that every child feels positive and confident about the year of learning ahead.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Year 6 will begin the year by reinforcing and embedding the key skills in Literacy and Maths. We want to empower the children and give them confidence to move forward successfully throughout the rest of the year.</li> </ul>

**Collective mindset – contextualising the lockdown.** Our staff do not feel that it is helpful to focus on what has been 'lost' during the shutdown. Staff training has already covered what we can do in September. A young person's school career is typically 468 weeks long and most children have been out of school for 14 weeks, which represents below 3% of their total school career. Moreover, during that time many of our children have been working hard and producing good work. Our staff will remain calm and measured in September knowing that whatever the situation we have the staff with the best knowledge and experience of how to teach, support and help our children in 'closing the gap' where required. We will not make our children worry unnecessarily or make them think that things are worse than they are and where issues present themselves our language will reflect an established 'growth mindset' philosophy – *'you can't do it yet'*.

**Assessment.** At the end of the summer term teachers considered which units of work might need to be moved on the long term plans, especially with regard to maths, and reformulated the plans accordingly. In addition, teachers will use their own expertise to establish starting points for each class in the autumn term and will likely have to take 'a step back' in order to help children then move forward with confidence but each child and class will be different. In schools this way of assessing what should be taught next is known as 'formative assessment', that is the judgements teachers make on a day to day basis during class work which allow them to assess attainment and progress. To strengthen routines, relationships and resilience it is important that, in a measured supportive way, teachers and children get back to established ways of working rather than spending too long on a formal testing regime, especially when children's confidence will be low. Each teacher has shared this information with your child's new class teacher to assist the process of transition.

**Reading tests.** During the summer term our KS2 children would have normally completed a reading test and this is the single summative assessment that we intend to undertake in the autumn term. This is a low key assessment and is for the sole use of staff and senior leaders within school. This will be undertaken about a month after return in September for KS2 children.

**Computing.** Because of the risks associated with children from different year groups sharing equipment laptops will be discouraged. Any IT teaching in the autumn term will continue to focus exclusively on how to access blogs, Google Classroom and Google Meet in case of a localised shutdown. We also plan to launch our successful ipad scheme with Year 3 ASAP.

**PE, games and coaching.** We will endeavour to have as many PE and games sessions outside as we can. We will be using our normal coaching organisations as allowed in the guidance but these staff will socially distance from the children during taught



sessions. Most lessons will be taught by the class teacher and strict guidance on equipment use will be adhered to. A full PE timetable will be shared in September.

**Swimming.** At this moment in time we do not know when swimming sessions at school will restart.

**Music.** The DFE guidance says '*Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting*'. Therefore we are revising our music curriculum for the autumn term 2020 so that children do not participate in any of these activities. Fortunately the school has many other possibilities for music teaching such as our music scheme 'charanga' and new this year, ukulele for Year 4. Staff will work with children using these kind of alternatives.

**Year 1 & 2 phonics catch up.** Children in Year 1 & 2 in September 2020 will have additional phonics sessions in the autumn term to support catch-up. Some children in Year 3 may also require additional phonics teaching.

**Reading books for home.** School reading books will not be sent home initially across the school. Any books borrowed must be 'quarantined' for 48 hours before being used again which causes some logistical issues which we would like to explore in more detail. We are looking at the range of online resources (e.g. Oxford Reading Tree) available to support reading. In KS2 every child will have access to an iPad and so these can be used during the day. In KS2 if children want to bring a book home to read this will be encouraged. This book cannot be shared with any other pupils. As soon as we have greater clarity on using books in school we will make these changes.

**Broad and balanced curriculum.** With the exceptions listed in section 3 above the School intends to continue with our normal ambitious and broad curriculum in all subjects from the start of the autumn term. As mentioned we will but make use of existing flexibilities to begin at appropriate starting points for all our children and this may mean that not all subjects are taught every term although as we return to normal working this is our aspiration. We plan on organising themed days each week to enable curriculum to be taught effectively and safely.

**Pupils with additional needs.** We are aware that for some children with additional needs, returning to school after lockdown may cause additional anxiety or stress. Children with additional needs will be supported by the school to ensure a smooth transition when returning to school. To ensure a shared understanding of pupils' pastoral needs, staff will share information prior to transition and appropriate plans will be put in place where required. In some cases, children with additional needs may require a risk assessment to be completed. This will be completed with input from the class teacher, child, parent/ carer and the SENDCo or Head Teacher. Staff will continue to be responsive to the needs of individual pupils and additional support will be provided where necessary. Small group or 1:1 support may take a different form in the autumn term so that adults and children remain safe, for example, sitting side by side, staff and pupils working at a greater distance from each other, and working in different parts of the school building. Staff who are in close contact with individual children may wear PPE. Physical contact, such as guiding a child or hand-over-hand support will be kept to a minimum and all staff working with children requiring such support are familiar with the use of preventative hygiene, including regular hand washing. Referrals to external agencies such as Speech and Language, CAMHS and the Educational Psychologists will continue. We will also support families by signposting them to organisations who may be able to provide support during this time.

#### **4. Contingency planning for further lockdown/no full September start**

Having learned a lot from the initial nationwide lockdown the School and indeed the Trust is well prepared should further lockdowns be advised. Our expectations would vary according to the type of shutdown which is advised.

**In the event of a Borough wide lockdown [similar to that in place in Leicester](#)** from Saturday 4<sup>th</sup> July. The School would revert to an enhanced version of the arrangements which were in place during the nationwide lockdown. Planned changes would include:

- a) A return to the delivery of home school learning through the various electronic media. The preferred route would be to enhance the use of Google Classrooms.
- b) A higher expectation that all our children would log in to the work that would be set for them on their communications. The aspiration would be a daily Google Meet with their class teacher and an expectation that children would attend. Quizzes and work may be required to be submitted for children in years 1-6 through Google Classroom or other platforms for feedback. If children are absent or work set is not forthcoming phone calls would be made home.

If you have any worries or concerns about your child returning to school, please email the appropriate school office school office and one of the leadership team will get back to you as soon as possible.

The government have produced guidance for parents, which you can find [here](#):

Congratulations for reaching the end of the letter. I hope this has answered the questions running around your head. Please get in touch with the school by phone or email before we break up if you have any questions.

Thank you for your continued support of our school,

Mr Geaves  
Head Teacher