



Herrick Primary School Returning to School Protocol and Procedures - September 2020

In line with the Department for Education's instruction, it is our plan that all pupils, in all year groups (except Nursery and Reception) will return to school full-time from the beginning of the autumn term – Tuesday 1st 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.

All protocol and procedures are aligned to the Risk Assessment of Schools document (appendix 1) that has been produced using a LA-approved template following 'Guidance for full opening: schools' (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction>). It is a legal requirement to review and update the previous risk assessment.

"The following plan outlines relevant detail from the government's guidance with further detail about how Herrick 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."

All elements of the system of controls are essential. All schools must cover them all, but the way different schools implement some of the requirements will differ based on their individual circumstances...The system of controls

provides a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks.

Within the government guidance, the systems of control that schools should adopt are clearly listed. This document will outline those systems of control and how Herrick Primary School has made them appropriate to our specific context and circumstance.

“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><i>Prevention</i></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 with Protect+ solution (or bleach) 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 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.</p> <p>There will also be a designated toilet assigned to children who fall ill (toilet in medical room). 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.</p> <p>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.</p> <p>Whether or not the whole bubble will close is dependent on the conditions of the day, rather than waiting for a test result.</p> <p>Cases of COVID-19 should be reported to Local Authority and Public Health via the online form (https://schools.leicester.gov.uk/informtheLA)</p>
<p><i>Prevention</i></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 - When they change rooms - Before leaving school - Anytime that they visit the toilet or cough/sneeze in to their hands. <p>Additional hand sanitisers pumps have been purchased and 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 and the photocopying areas (named individuals to use designated photocopiers) for increased hygiene as a 'pinch point' in the school.</p> <p>Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands. Children may also use moisturiser supplied from home when required.</p> <p>If a child cannot appropriately wash their hands, then skin friendly skin cleaning wipes can be used as an alternative. Where required, staff are to request these packs from the office.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year. 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.</p>

<p><i>Prevention</i></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 in to the lidded bins in each classroom using the foot-pedal to open the bin and their hands must be cleaned afterwards.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks. This is not a reason to deny these pupils face-to-face education.</p>								
<p><i>Prevention</i></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 (as per the cleaning schedule), 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><i>Prevention</i></p> <p>5. Minimise contact between individuals and maintain social distancing wherever possible.</p>	<p>The purpose of 'bubbles' is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Herrick Primary School will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible.</p> <p>Planned September transition can no longer occur except for Nursery and Reception. Children will need to return to their new Classteacher on the first day in September.</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 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 best-placed to support 'catch-up' our bubbles will be:</p> <table border="1" data-bbox="379 1899 1481 1966"> <thead> <tr> <th>Bubble 1</th> <th>Bubble 2</th> <th>Bubble 3</th> <th>Bubble 4</th> </tr> </thead> <tbody> <tr> <td>Nursery & Reception</td> <td>Years 1 & 2</td> <td>Years 3 & 4</td> <td>Years 5 & 6</td> </tr> </tbody> </table> <p>The reasons for this are as follows:</p>	Bubble 1	Bubble 2	Bubble 3	Bubble 4	Nursery & Reception	Years 1 & 2	Years 3 & 4	Years 5 & 6
Bubble 1	Bubble 2	Bubble 3	Bubble 4						
Nursery & Reception	Years 1 & 2	Years 3 & 4	Years 5 & 6						

- 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 bubbles.
- Our curriculum structure is based on phase mixed-year groups and the sharing of resources and equipment to facilitate this. There would not be enough resources to support a broad curriculum if we used individual class bubbles.
- We can deploy staff internally to cover PPA/management time within a phase bubble model.
- Staggered entry/exit times and break/lunch times can be managed more effectively in phase bubbles rather than having 14 individual start/finish times. This measure would reduce that to 4 start/finish times.

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.

All teachers and other staff will work within their own can operate across different classes and year groups in order to facilitate the delivery of the curriculum, however now that we are in phase bubbles, the necessity for this to happen is very 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. Where possible, efforts will be made to have virtual assemblies through Teams (video conference software). Children are not to sing during assembly.

There will be 4 separate areas for each bubble to use as a staff room, however the use of the staff room should be minimal. Strict social distancing must be in place and where possible, it is advised that adults use their own cutlery. It is important that staff 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 phase bubble:

Nursery am: 8.45am – 11.45am

Nursery pm: 12.30pm – 3.30pm

Reception: 8.40am – 2.55pm

Key Stage 1: 8.30am – 2.45pm

Lower Key Stage 2 (Y3/4): 8.50am – 3.05pm

Upper Key Stage 2 (Y5/6): 9.00am – 3.15pm

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.

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 areas within their bubble area.

Adults from the appropriate phase will be on the Arran Road gate to support children and adults as they arrive at school. This way we will continue to reduce footfall of adults on site. Parents mustn't congregate at the 'drop-off' point, they must instead arrive on time and then depart.

Parents of Reception and Nursery children are to enter as normal, however they must exit via either the main gate or KS1 gate rather than the entry gate so that social distancing can be maintained. Parents must arrive on time for entry to school, they must not arrive early or late. In the instance that parents have children in more than one year group, parents may wait with their children at the front of school, strictly following social distancing from other parents and children. Parents will be asked to drop off and leave, rather than remain on school grounds.

Given that the external school gates will be open at 2.40pm, no children will be allowed outside at that point and must have returned to their classrooms.

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.

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 calling the school or they can call 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. The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can obviously still call and receive support over the phone or via email. A member of the team will go to classrooms throughout the day to collect any items brought in to school (money etc) and mobile phones (Y6).

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.

Other considerations

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. A pamphlet of these will be provided alongside the normal safeguarding procedures.

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.

Children can attend the Speech and Language Centre. However, the SALC team need to communicate the expectations of Herrick Primary School with the children's host schools (and children's parents) so that they can prepare the children accordingly and professionals have a unified response to measures in place.

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 bubble 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. However, outdoor equipment should not be used unless we are able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Therefore, each group will need to gather resources from their classrooms or the PE cupboard so that they have dedicated outdoor equipment that is taken

out and used exclusively by them. This is gathered back in at the end of their break/ lunch time and cleaned.

PE equipment and resources for break (this is to be kept and used by your bubble)			
Nursery & Reception	Years 1 & 2	Years 3 & 4	Years 5 & 6
Nursery Shed	KS1 shed	KS2 shed	Metallic Shed

Pupils should not bring anything additional from home. There can be no 'show and tell'.

Teachers can now take books home (and return them freely) to assess or use to support planning etc. Initially on-line books to be used, however targeted children and EYFS will 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 to the library or book shelf.

Prevention

6. **Where necessary, wear appropriate personal protective equipment (PPE).**

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).

The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:

- Face masks
- Aprons
- Gloves of various sizes
- Face shields (limited quantities)

Children need to know that some adults might be wearing PPE and that it is 'ok'.

Response to any infection

7. **Engage with NHS Test and Trace.**

Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.

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.

Anyone who displays symptoms of coronavirus can and should get a test following the flowchart response.

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 JW or AR.

Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.

If the test result is negative, the child can return to school assuming they would do so under normal circumstances.

If the test result is positive, the child and family need to follow the 'stay at home' guidelines.

Response to any infection

8. **Manage confirmed cases of coronavirus (Covid-19) amongst the school community.**

School should contact the local health protection team:

Notify the Local Authority and Public Health via the online form (<https://schools.leicester.gov.uk/informtheLA>).

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.

The admin team will prepare a report that shows the contact details of each member of the phase bubbles to support the contact tracers.

	<p>School will inform parents of the infection, according to the flowchart, but we will not reveal the name of the infected child/adult.</p> <p>Those contacted or sent home must self-isolate for 14 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go in to full isolation following stay at home guidance and have the test. If the symptomatic child's test is negative, they must continue to isolate for the remainder of the 14 days. If the result is positive, they must inform school immediately and isolate for at least 7 days from the onset of symptoms.</p> <p>Herrick Primary School will (as per the DfE instruction) ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.</p>
<p>Response to any infection</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 phase 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>Dedicated school transport</p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport. Therefore, school trips using coaches can still occur as long as the children travel in their consistent bubbles.</p> <p>If children are travelling via coach to a trip, for example, they are expected to adhere to the systems of control still i.e. good hand hygiene and distancing where possible.</p> <p>School will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.</p> <p>Wider public transport</p> <p>Children should not attend trips or visits if they are required to use public transport to get there. This seems like an unnecessary risk for Herrick Primary School to instigate.</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</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</p>

<p>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>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><i>Pupils who are shielding or self-isolating</i></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. Herrick Primary School will support those parents through dialogue with the school nurse 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><i>Pupils and families who are anxious about return to school</i></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 – this could be via a Teams/Zoom meeting.</p> <p>These pupils are to be identified by school. Senior Leaders will call those parents who have children not engaging in home learning already and offer support (record of calls to families where vulnerabilities exist).</p>
<p><i>School Workforce</i></p>	<p><i>Staff who are clinically vulnerable or extremely clinically vulnerable</i></p> <p>Herrick 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><i>Deploying support staff and accommodating visiting specialists</i></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 bubbles, should there be a need to arrange cover for any reason.</p> <p><i>Supply teachers and other temporary or peripatetic teachers</i></p> <p>Supply teachers will be used not be used.</p> <p>Sports coaches will be permitted to teach various groups of children assuming that they are able to follow stringent distancing also. These will need to be consistent people, not changing week-to-week.</p> <p><i>Staff taking leave</i></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><i>Safeguarding</i></p>	<p>All existing pre-covid safeguarding measures will return as normal, however Mrs Aydin (along with phase leaders) will need to consider additional time to 'catch-up' with those children requiring additional pastoral support as a result of prolonged absence from school.</p>

Catering

The expectation is that the school kitchen will be fully open in Autumn term. Whilst policy and practices continue to embed, the intention is to serve hot meals.

Lunch and break times

Midday supervisors will continue to support the supervision of lunchtimes but they will be allocated to phase bubbles that cannot mix. All children having hot dinners will be allowed to use the school hall although will be sat in accordance with distancing measures. The space will need to be cleaned both before and after use.

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 zones and allocated to bubbles to avoid any cross-contamination.

Timings of lunchtimes will be staggered, as will break times:

Break times

- Key Stage 1: 10.20am – 10.40am
- Lower Key Stage 2 (Y3/4): 10.30am – 10.50am
- Upper Key Stage 2 (Y5/6): 11.10am – 11.30am

Lunch times

- Early Years: 11.45am – 12.30pm; lunch ends at 1.10 (KS1 hall)
- Key Stage 1: 12.35am – 1.35pm; children must begin washing hands 12.20 (KS1 hall)
- Lower Key Stage 2 (Y3/4): 12.00pm – 12.30pm; lunch ends at 1.00pm (KS2 hall)
- Upper Key Stage 2 (Y5/6): 12.35pm – 1.35pm (KS2 hall)

EYFS Lunch Time (all children)					
KS1 hall	11.05: begin washing hands	Start: 11.45		Leave dining hall: 12.30	Lunch ends: 1.10
	Yr1 and 2 Lunch Time (all children)				
			12.20: begin washing hands (Yr1)	Start 12.35	
			(Yr2 go out to play)	Yr2 called in gradually	
KS2 hall	Yr3 and 4 Lunch Time (hot dinners in hall / pack lunches in classroom)				
	11.50 begin washing hands	Start: 12.00		Leave dining hall: 12.30	Lunch ends: 1.00
	Yr5 and 6 Lunch Time (hot dinners in hall/ pack lunches in classroom)				
		12.25 begin washing hands	Start: 12.35		Lunch ends: 1.35

On some occasions, support staff will be required to help to supervise the children whilst they eat and then support in cleaning the room before children go out for their playtime.

Estates

Premises Officer will conduct the normal pre-term building checks as per the existing schedule of work.

Teachers need to ensure that classrooms have good ventilation (open windows and doors).

Educational Visits

There will be no Y6 residential in the autumn term, this is cancelled as per DfE instructions regarding overnight school trips.

School trips are permitted to resume however the 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, does not seem conducive with guidance.
Wraparound care	Wraparound care will only commence when further arrangements can be made to ensure bubbles are not compromised. Children attending wrap around care will ideally need to be kept in separate phase bubbles, however that might not be possible due to limited staff numbers and children attending therefore the children will need to remain in small consistent bubbles, observing very good hand hygiene.

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 pupils 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 pupils 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 pupils remotely, where this is needed.</p>	<p>Herrick Primary School are going to commit time during September to ensuring that routines, expectations, standards, relationships and values are quickly re-established. At Herrick we will be focusing on 3 key priorities – Safety, Pastoral Care and Curriculum. In-relation to curriculum we will focus on identifying core learning that need to be negated over a period of time, with additional intervention for those year groups that have less time to ‘catch-up’.</p> <p>During this period, children will be reminded of all of their hard work during the previous year and we will ‘reset’ the expectations so that children know that we are expecting of them on their return to school i.e. Herrick character and learning attitudes.</p> <p>A planning document that outlines the return plan will be produced and shared so that all parties are aware of each of the 3 specific types of support; support for All, Focussed support and Targeted support.</p> <p>Our September 2020 curriculum will be as planned, however more time needs to be given to planning the non-core elements so that our curriculum offer is aligned to our improvement plan.</p> <p>We will return to the normal teaching of all subjects in the autumn term</p> <p>Formative assessment will be used to a greater extent so that teachers can tailor the learning journeys.</p> <p>Remote education will become a focus in the sense that it will become integrated in to the school curriculum. Classteachers will retain the use of DB Primary and upload information to class stories to maintain contact and links with parents. Oak National Academy lessons will be used periodically throughout the curriculum so that children are comfortable with the content and format in readiness to reverting to that way of working should local lockdowns or a national lockdown be imposed.</p> <p>The Relationship and Sex Education element of our new curriculum will be planned and consulted on with parents shortly after the summer holiday. There is now leeway to defer the implementation of that curriculum content until the summer term 2021.</p>

<p><i>Specific points for early years foundation stage (EYFS) to key stage 3</i></p>	<p>For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. 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>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.</p>
<p><i>Music</i></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><i>Physical activity in schools</i></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><i>Pastoral support</i></p>	<p>The pastoral team will ensure that appropriate materials are on hand to support children's wellbeing. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Where issues arise, Pastoral lead in each bubble is to be informed so that specific interventions can take place. Also A.Aydin will need to be informed and relevant support shared and recorded.</p>
<p><i>Behaviour expectations</i></p>	<p>The current approved behaviour policy coronavirus amendment will still apply.</p> <p>Herrick character and learning attitudes will be widely discussed so that the ethos of the school does not change. 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><i>Primary Assessment</i></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> <ul style="list-style-type: none"> • 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

Herrick 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>	<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>
<i>Remote education support</i>	<p>Herrick 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">➤ Children are to take home their individual stationery packs and their current exercise books➤ Adults will share lessons via DB Primary, often in reference to Oak National Academy lessons that are tailored for every objective in the primary curriculum (EYFS coming soon).➤ Children will be able to take photos of their learning and upload to the DB Primary page so that teachers can monitor progress and offer supportive feedback if appropriate. <p>Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning. More detail on Oak National Academy can be found here (https://www.thenational.academy/information-for-teachers).</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 or through curriculum resources such as Oak National➤ Work will be checked through uploads to DB Primary➤ Teachers will be available vis MS Teams so that they can further tailor the learning as a result of feedback. Often this will be after the Oak National Academy lesson has been completed.➤ Oak National content that specialises in SEND will be offered accordingly, alongside packages made available through the learning support team.