



DRAFT FULL RE-OPENING PLAN; September 2020

OUR KEY PRIORITIES

- To maintain a safe working environment in school for all staff and children
- To prioritise the wellbeing of all staff and the wellbeing of all children
- To ensure learning and pastoral support is highly effective and leads to improved outcomes quickly
- To minimise levels of anxiety within and across the community

Issue	Future Planning
<p>Safety and wellbeing</p>	<p>We all understand and appreciate why schools need to re-open as:</p> <ol style="list-style-type: none"> 1. prolonged absence from school is concerning academically, socially - and for some children, from a welfare and safety perspective; and 2. the long-term impact of a deep recession, particularly on the poorest families, will be very damaging. <p>It is important to balance the public health risks in the short term (related to the transmission of the virus) with longer term public health considerations. If a child loses out on education, this can have an impact on that child across their whole lives – their economic prosperity and long-term health. Children benefit hugely from being at school; we all know and believe this.</p> <p>The safety and wellbeing of our staff and pupils is paramount. School and Trust leaders are being asked to exercise discretion and good judgement at this time to suit their context and in the best interests of their pupils, parents and communities.</p> <p>The Virus</p> <ul style="list-style-type: none"> • The prevalence of coronavirus (COVID-19) has decreased. • NHS Test and Trace system is running • Public Health England is clear about the measures that need to be in place to create safer environments within schools



DRAFT FULL RE-OPENING PLAN; September 2020

- Returning to school is vital for children’s education and for their wellbeing - we know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.
- The risk to children themselves of becoming severely ill from coronavirus is low and there are negative health impacts of being out of school.
- Lower academic achievement also translates into long-term economic costs due to having a less well-qualified workforce. This affects the standard of living that today’s pupils will have over the course of their entire life. For many households, school closures have also affected their ability to work. As the economy begins to recover, we need to remove this barrier so parents and carers can return to work.

Public Health Measures to minimise Risk

The government has set out its intent and plans for all children to return to school full time from the start of September 2020. It is based on a twin strategy of limiting contact between pupils and implementing hygiene measures.

Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- 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 so that pupils do not breathe on each other
- staff maintaining distance from pupils and other staff as much as possible



DRAFT FULL RE-OPENING PLAN; September 2020

The system of controls – Prevention

School's should

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.

The system of controls – Response to any infection

School's should

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.

Risk assessments

As part of planning for full return in the autumn term, it is a legal requirement that schools and trusts should revisit and update their risk assessments, to consider the additional risks and control measures to enable a return to full capacity in



DRAFT FULL RE-OPENING PLAN; September 2020

		the autumn term. The ATLP will ensure that we all implement sensible and proportionate control measures which follow the health and safety hierarchy of control to reduce the risk to the lowest reasonably practicable level.					
YEAR GROUP	CLASS 2020/2021	TEACHERS	TEACHERS / TAs	FORMER CLASS 2019/2020	PPA	Phase Leaders	
Staffing – all members of staff are anticipated to be returning to school in September 2020	Reception	Robins	Devon Ward	Claire Ellgood Jo Port	Lisa Pardo	Rebecca George	
		Wrens	Sophie Roberts / Lisa Pardo				
	Year 1 8 PP 10 SEND	Swifts	Emily Arkinstall	Shafiya Begum Julie Thomas 1:1 ZC Julie Durkin 1:1 KW Connor Minto 1:1 RC	Wrens (7)		Rebecca
		Swallows	Sophie Beardmore		Robins (3)		
Clare Hart – Reading Intervention / Pastoral Support							
Year 2 11 PP 4 SEND	Owls	Clare Whelan	Wendy Pick	Swallows (3)	Gup	Rhian Warrack	
	Kingfishers	Gurpreet Kaur and Charlotte Massey		Swifts (1)			
	Clare Hart – Reading Intervention / Pastoral Support						
Year 3 10 PP 6 SEND	Hedgehogs	Kelly Stone	Ian Scrivens Jenny Swain	Kingfishers (3 / 1 EHCP)	Rhian		
	Rabbits	Collette Hallworth		Owls (3)			
Year 4 12 PP 6 SEND	Squirrels	Chloe Grant / Alison Downes	Victoria Dhanak	Hedgehogs (3)	Chloe		
	Moles	Steve George	Shazia Mahmood	Rabbits (3)			



DRAFT FULL RE-OPENING PLAN; September 2020

Year 5 7 PP 10 SEND	Hares	Ryan Horne	Avril Anderson	Squirrels (4)	Jaimey Kerry-Lynn	Jaimey Thomas
	Badgers	Joel Holmes		Moles (6)		
Year 6 18 PP 7 SEND	Otters	Kerry Lynch	Kerry-Lynn	Badgers (3)	Kerry-Lynn	
	Foxes	Chris Ellison		Hares (4)		

- Administrative staff will work in school when they cannot work from home. Two members of staff will be based in the main office at all times. Myra will work from home on a Tuesday and Frankie will work from home on a Wednesday morning. Katie Jones will work from home on a Thursday morning.
- The HT will continue in role of DSL and Deputy DSLs (DHT and AHTs) will be available for more wide-spread support
- Our First Aiders at work are Steve Carroll and Julie Durkin. They will be supported by other qualified paediatric first aid colleagues as per the completed risk assessments.

Attendance

The usual rules on school attendance will apply from September, including:

- parents' duty to ensure 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

A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has



DRAFT FULL RE-OPENING PLAN; September 2020

	<p>coronavirus. Where this is the case, DfE expects schools to be able to immediately offer these pupils access to remote education.</p> <p>Pupils will be asked to wear school uniform.</p>
<p>Visitors to School</p>	<p>Deploying support staff and accommodating visiting specialists</p> <p>Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p> <p>Schools can continue to engage supply teachers and other supply staff during this period although at Hill West this is an extremely rare occurrence and will be avoided in the Autumn Term. Temporary workers e.g. peripatetic music teachers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible.</p> <p>DfE strongly encourage schools to consider hosting ITT trainees. There is otherwise a risk that insufficient training places will be available.</p> <p>Visitors will only be permitted to Hill West on an appointment basis. All visitors will then report to the main entrance where the usual safeguarding procedures will be carried out.</p> <p>The DfE have said that teachers are permitted to move between bubbles.</p>
<p>Extra-curricular provision including Wagtails and Woodpeckers</p>	<p>Schools can now consider resuming any breakfast and after-school provision from the start of the autumn term. This is likely to be logistically challenging, particularly for clubs like ours that would normally offer support across year groups,</p> <p>DfE advises that schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</p>



DRAFT FULL RE-OPENING PLAN; September 2020

	<p>At Hill West Wagtails and Woodpeckers will both re-open. Wagtails will be based in the KS1 hall and Woodpeckers will be based in Woodpeckers. The KS1 Hall and the Woodpecker building are then NOT to be used during the school day. Both will be cleaned thoroughly at 6pm when they are vacated.</p> <p>At Wagtails and Woodpeckers we will create two before and after school bubbles</p> <p>Bubble 1 – those who attend each morning Bubble 2 – those who attend each evening</p> <p>Sessions will need to be booked in their entirety each week (Monday through to Friday) and will be allocated and fixed on a first come – first served basis. So for example a child who requires before school child care on Mondays, Wednesdays and Fridays would need to book the sessions on a Tuesday and a Friday too. This is so we can limit the number of children using the facility across the week (to minimum levels).</p> <p>Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place.</p> <p>There will be no extra-curricular provision for at least the first half term and Premier have been advised.</p>
<p>Curriculum Principles</p>	<p>Pupil wellbeing and support</p> <p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some 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 more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</p> <p>We will need to consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> ✓ support the rebuilding of friendships and social engagement ✓ address and equip pupils to respond to issues linked to coronavirus ✓ support pupils with approaches to improving their physical and mental wellbeing



DRAFT FULL RE-OPENING PLAN; September 2020

We will want to teach an ambitious and broad curriculum in all subjects, but make use of existing flexibilities to create time to cover the most important missed content – prioritise within subjects the most important components for progression.

- ✓ While substantial modification to the curriculum may be needed at the start of the year, schools should aim to return to the school’s normal curriculum in all subjects by summer term 2021.
- ✓ Plan on the basis of the educational needs of pupils.
- ✓ Develop remote education so that it is integrated into school curriculum planning.

“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”. DfE.

We understand that children make good progress across the curriculum and in individual subject disciplines when we build on what they already know and what they can already do. As we recover from the prolonged absence we will prioritise learning in the following subjects

- **English** (communication, speaking and listening, phonics, reading, comprehending writing including handwriting).
- **Maths** (arithmetic, reasoning and problem solving).
- **Science**
- **Personal Development and Well-Being.**
- **Physical Education**

Following detailed and robust assessment against learning journeys, schemes of work will be developed to ensure all children reach the met standard as quickly as possible. This may mean that one subject is taught multiple times a day so that all the objectives can be taught, practised, consolidated and mastered before moving on. Where other subjects e.g. humanities can be used to support the teaching of subjects above these will be integrated but the objectives taught will not be from the humanities curriculum, but rather from the curriculum areas identified above.

Physical activity



DRAFT FULL RE-OPENING PLAN; September 2020

	<p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. We will aim to provide an hour of physical activity each day but this can include lunchtime play.</p> <p>Outdoor sports will be prioritised. Large indoor spaces such as the hall will not be used. Where children with additional needs are allocated time in the KS2 hall as part of their management plan or PEP school will pay scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.</p>
<p>Remote Education / Home Education</p>	<p>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus. Pupils will be directed in the first instance to</p> <ul style="list-style-type: none"> - BBC Bitesize lessons - Oak National Academy lessons - Resource packs (containing the learning that has been covered in school that week) will be sent home <p>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.</p>
<p>Resources</p>	<p>Advice and Guidance from the DfE says</p> <ul style="list-style-type: none"> • It is recommended that staff and pupils have their own items that are not shared e.g. pens and pencils • It is recommended that pupils limit the amount of equipment they bring into School each day to essentials, such as lunch boxes, hats, coats, books, stationery. • Classroom based resources such as books and games can be used and shared within the bubble, these should be cleaned regularly, along with all frequently touched surfaces



DRAFT FULL RE-OPENING PLAN; September 2020

	<ul style="list-style-type: none"> Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for 48 hours (72 for plastics) between use by different bubbles We will strive to re-open our school library as quickly as possible and issue books on a Monday for return on a Friday. In that way they are unused for a minimum of 2.5 days. Outdoor play equipment should be more frequently cleaned Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided.
<p>Assessment and Accountability</p>	<p>Inspection</p> <p>Routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations and will not result in a judgement. A brief letter will be published following the visit. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public. In addition, Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding.</p> <p>It is intended that routine Ofsted inspections will restart <i>from</i> January 2021, with the exact timing being kept under review.</p> <p>Primary assessment</p> <p>Statutory primary assessments will take place in summer 2021. The Early Years Foundation Stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:</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



DRAFT FULL RE-OPENING PLAN; September 2020

	<p>The statutory rollout of the reception baseline assessment has been postponed until September 2021.</p>
<p>Contingency planning for Outbreaks</p>	<p>Process in the event of local outbreaks</p> <p>If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread.</p> <p>The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice.</p> <p>DfE has published local lockdown guidance.</p> <p>If a child becomes unwell during the day and COVID is suspected</p> <ul style="list-style-type: none"> - A member of the Headship team should be notified immediately - The child will then be removed from class and taken by a member of the Headship team to the dedicated non-teaching room – Swans - The school office will telephone home and ask the parent to come and collect the child - Comfort will be offered to the child from a safe distance – 2 meters preferably - Appropriate PPE will be worn by the supervising staff member.



DRAFT FULL RE-OPENING PLAN; September 2020

A person with symptoms

If a person becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), **then they** must be sent home, arrange a test and self-isolate for at least 7 days

If a person becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), **then other members of their household** should self-isolate for 14 days from when the symptomatic person first had symptoms.

If a person with symptoms **tests negative** and if they feel well and no longer have symptoms similar to coronavirus (COVID-19), **then they** can stop self-isolating. *Other members of their household* can stop self-isolating.

If a person with symptoms **tests positive**, **then other members of their household** should self-isolate for 14 days from when the symptomatic person first had symptoms.



DRAFT FULL RE-OPENING PLAN; September 2020

A person who is sent home because they have been in contact with someone with who has tested positive

The health protection team will provide definitive advice on who must be sent home. A person who has been in contact with someone who has tested positive will be sent home and asked to self-isolate for 14 days.

If a person has been in contact with who has tested positive and is sent home to self-isolate for 14 days, **then their household** does not need to self-isolate, unless the person who is self-isolating subsequently develops symptoms.

If a person who has been in contact with someone who has tested positive subsequently *develops symptoms themselves* within their 14-day isolation period, **then** they should stay at home and get a test.

If the test delivers a *negative result*, **then** they must remain in isolation for the remainder of the 14-day isolation period as they could still get symptoms after being tested

If the test delivers a *positive result*, **then** they should inform their school immediately, and must isolate for at least 7 days from the onset of their symptoms.

If the test delivers a *negative result*, **then their household** can stop self-isolating if they do not have symptoms

If the test delivers a *positive result*, **then their household** should self-isolate for at least 14 days from when the symptomatic person first had symptoms.



DRAFT FULL RE-OPENING PLAN; September 2020

<p>Minimising the spread of the infection while re-opening to more pupils.</p>	<p>The main and most pressing logistical consideration for school is determining group or bubble sizes for September. The DfE has said that, ideally, bubbles will be kept as small as possible, i.e. the size of a class. However, where this restricts a school's ability to deliver a full curriculum, schools have the flexibility to implement year group bubbles.</p> <p>The DfE has recognised that strict social distancing will not always be possible, especially with primary aged pupils. The guidance specifically states "we recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group".</p> <p>Considerations</p> <ul style="list-style-type: none"> • There should be no large gatherings bringing different groups together, e.g. whole-school assemblies • Staggering break and lunchtimes • Staggering start and finish times.
<p>Working in Teams or bubbles</p>	<p>We will have 7 school bubbles and two additional nursery bubbles</p> <p>Bubble 1 – Reception; Devon, Sophie R, Lisa, Claire E and Jo Port Bubble 2 – Year One; Emily A, Sophie B, Shafiya, Julie T, Julie D, Connor and Rebecca Bubble 3 - Year Two; Clare W, Gup, Charlotte and Wendy Bubble 4 - Year Three; Kelly, Collette, Ian, Jenny and Rhian Bubble 5 - Year Four; Chloe, Alison, Steve, Victoria and Shazia Bubble 6 – Year Five; Ryan, Joel, Avril, Kerry-Lynn and Jaimey Bubble 7 – Year Six; Kerry, Chris and Kerry-Lynn (Karen Smith and Tasleem Akhtar)</p> <p>The suggestion is that bubbles remain consistent with the same children and same staff with the exception in some circumstances for PPA and illness.</p>



DRAFT FULL RE-OPENING PLAN; September 2020

	<ul style="list-style-type: none"> ➤ Staff will be able to store their lunch in the staffroom fridge. They should refrain from sitting in the staffroom with other colleagues. Where possible, staff are encouraged to eat their lunch outside. If the weather doesn't allow for this, then the halls can be used by staff when on their lunch break. ➤ Staff within a bubble will take their lunch break at different times, to allow an adult to remain with the children at all times within the designated bubble. ➤ All staff will receive PPA during the course of the week.
<p>Some other considerations</p>	<p>Implementing Public Health Measures to Minimise Risk</p> <ul style="list-style-type: none"> ➤ All relevant policies have been revised where necessary and these will be kept under review e.g. safeguarding, behaviour ➤ A modified fire evacuation drill will be planned for the first week back. Our fire evacuation procedure has been reviewed and remains fit for purpose. ➤ Risk assessments are undertaken and updated as necessary. ➤ We will minimise adult to adult contact ➤ Posters to be displayed in every classroom and around school ➤ Staffing arrangements to be kept as consistent as possible ➤ Children and staff should mix in a year group 'bubble' and keep that year group 'bubble' away from other people and groups. ➤ Wearing a face covering or face mask in schools or other educational settings is not recommended ➤ If a child becomes unwell with symptoms of coronavirus while in school they should be sent home. Whilst waiting to be collected the child should be supervised in a separate room by an adult who remains 2m away. ➤ PPE is only needed in a very small number of cases, namely students whose care routinely already involves the use of PPE due to intimate care needs and First Aid treatment. ➤ All desks will be individually set out, facing the front. Children should sit at the same desk space each day and use the same resources where applicable. ➤ Surfaces that children touch and toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters will be cleaned more regularly than normal. ➤ We will limit the number of shared resources. ➤ Lunchtimes and breaks will be staggered.



DRAFT FULL RE-OPENING PLAN; September 2020

	<ul style="list-style-type: none"> ➤ Parents will be asked to drop children off either at the KS2 playground gate or from the KS1 playground. Parents will enter through the pedestrian gate at the top of the drive and leave via the vehicle gate. Parents will walk in a loop after drop off and collection. ➤ Drop off and collection times will be staggered. ➤ Children to wash hands immediately on arrival. Children will use classroom sinks for this where possible. Where classrooms do not have sinks, children will use the bathrooms. Children to wash hands before and after lunch and at other times of the day as relevant. ➤ Where a child or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. ➤ There should be no hot-desking. Staff should work from their own stations. ➤ Movement round school will be minimised. Pinch points are located on the KS2 landing. ➤ The site team will monitor the use of cleaning products etc and ensure supplies are replenished in a timely manner. Please do not throw away your hand sanitiser pump as these will be re-filled. ➤ The site team will liaise with any contractors in line with Government guidelines. They will also carry out regular health and safety checks on the school site. ➤ The school website will be updated regularly
<p>Drop off and Collection Times</p>	<p>School will be open at 7am and close at 6.30pm. This is to allow the site to be cleaned daily once the building has been vacated by pupils at 3.30pm. All staff are asked to leave site by no later than 4.30pm.</p>



DRAFT FULL RE-OPENING PLAN; September 2020

	<table border="1"> <thead> <tr> <th data-bbox="584 288 763 352">Group</th> <th data-bbox="763 288 920 352">Start Time</th> <th data-bbox="920 288 1070 352">Finish Time</th> <th data-bbox="1070 288 1787 352">Daily Teaching Time</th> <th data-bbox="1787 288 1939 352">Weekly</th> </tr> </thead> <tbody> <tr> <td data-bbox="584 352 763 384">Nursery</td> <td data-bbox="763 352 920 384">8.55am</td> <td data-bbox="920 352 1070 384">3.00pm</td> <td data-bbox="1070 352 1787 384">6 hours including lunch</td> <td data-bbox="1787 352 1939 384">30 Hours</td> </tr> <tr> <td data-bbox="584 384 763 416">Reception</td> <td data-bbox="763 384 920 416">9.05am</td> <td data-bbox="920 384 1070 416">3.00pm</td> <td data-bbox="1070 384 1787 416">5 hours with 1 hour for lunch</td> <td data-bbox="1787 384 1939 416">25 Hours</td> </tr> <tr> <td data-bbox="584 416 763 448">Year One</td> <td data-bbox="763 416 920 448">8.55am</td> <td data-bbox="920 416 1070 448">3.10pm</td> <td data-bbox="1070 416 1787 448">5 hours with 1 hour for lunch and 1 X 15 minute break</td> <td data-bbox="1787 416 1939 448">25 Hours</td> </tr> <tr> <td data-bbox="584 448 763 480">Year Two</td> <td data-bbox="763 448 920 480">8.45am</td> <td data-bbox="920 448 1070 480">3.15pm</td> <td data-bbox="1070 448 1787 480">5 hours with 1 hour for lunch and 2 x 15 minute breaks</td> <td data-bbox="1787 448 1939 480">25 Hours</td> </tr> <tr> <td data-bbox="584 480 763 552">Year Three</td> <td data-bbox="763 480 920 552">8.50am</td> <td data-bbox="920 480 1070 552">3.00pm</td> <td data-bbox="1070 480 1787 552">5 hours of teaching time with 1 hour for lunch and 1 x 10 min break</td> <td data-bbox="1787 480 1939 552">25 Hours</td> </tr> <tr> <td data-bbox="584 552 763 616">Year Four</td> <td data-bbox="763 552 920 616">9.05am</td> <td data-bbox="920 552 1070 616">3.10pm</td> <td data-bbox="1070 552 1787 616">5 hours of teaching time with 50 mins for Lunch and 1 x 15 min break</td> <td data-bbox="1787 552 1939 616">25 Hours</td> </tr> <tr> <td data-bbox="584 616 763 679">Year Five</td> <td data-bbox="763 616 920 679">8.55am</td> <td data-bbox="920 616 1070 679">3.20pm</td> <td data-bbox="1070 616 1787 679">5 hours and 10 minutes of teaching time with 1 hour Lunch and 1 X 15 min break</td> <td data-bbox="1787 616 1939 679">26 Hours</td> </tr> <tr> <td data-bbox="584 679 763 783">Year Six</td> <td data-bbox="763 679 920 783">8.45am</td> <td data-bbox="920 679 1070 783">3.30pm</td> <td data-bbox="1070 679 1787 783">5 hours and 20 minutes of teaching time with 1 hour Lunch and 1 x 20 min break</td> <td data-bbox="1787 679 1939 783">26 Hours 40 minutes</td> </tr> </tbody> </table>				Group	Start Time	Finish Time	Daily Teaching Time	Weekly	Nursery	8.55am	3.00pm	6 hours including lunch	30 Hours	Reception	9.05am	3.00pm	5 hours with 1 hour for lunch	25 Hours	Year One	8.55am	3.10pm	5 hours with 1 hour for lunch and 1 X 15 minute break	25 Hours	Year Two	8.45am	3.15pm	5 hours with 1 hour for lunch and 2 x 15 minute breaks	25 Hours	Year Three	8.50am	3.00pm	5 hours of teaching time with 1 hour for lunch and 1 x 10 min break	25 Hours	Year Four	9.05am	3.10pm	5 hours of teaching time with 50 mins for Lunch and 1 x 15 min break	25 Hours	Year Five	8.55am	3.20pm	5 hours and 10 minutes of teaching time with 1 hour Lunch and 1 X 15 min break	26 Hours	Year Six	8.45am	3.30pm	5 hours and 20 minutes of teaching time with 1 hour Lunch and 1 x 20 min break	26 Hours 40 minutes
Group	Start Time	Finish Time	Daily Teaching Time	Weekly																																													
Nursery	8.55am	3.00pm	6 hours including lunch	30 Hours																																													
Reception	9.05am	3.00pm	5 hours with 1 hour for lunch	25 Hours																																													
Year One	8.55am	3.10pm	5 hours with 1 hour for lunch and 1 X 15 minute break	25 Hours																																													
Year Two	8.45am	3.15pm	5 hours with 1 hour for lunch and 2 x 15 minute breaks	25 Hours																																													
Year Three	8.50am	3.00pm	5 hours of teaching time with 1 hour for lunch and 1 x 10 min break	25 Hours																																													
Year Four	9.05am	3.10pm	5 hours of teaching time with 50 mins for Lunch and 1 x 15 min break	25 Hours																																													
Year Five	8.55am	3.20pm	5 hours and 10 minutes of teaching time with 1 hour Lunch and 1 X 15 min break	26 Hours																																													
Year Six	8.45am	3.30pm	5 hours and 20 minutes of teaching time with 1 hour Lunch and 1 x 20 min break	26 Hours 40 minutes																																													
<p>Lunchtimes</p>	<p>We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals. School kitchens must comply with the guidance for food businesses on coronavirus (COVID-19).</p> <ul style="list-style-type: none"> - During the first half term we are planning on serving cold meals in a ‘grab bag’ style. Children will be able to eat their lunch in classrooms so as to remain within their bubble and minimise movement around school. - Toast will be provided for Woodpecker children each morning and this will need to be collected from the school kitchen by a member of Woodpecker staff. <p>There will be no snacks provided in KS2 and so children will need to bring their own drink and snacks to school with them. Year 5 will need a decent mid-morning snack as they won’t be eating until 1.05pm</p>																																																



DRAFT FULL RE-OPENING PLAN; September 2020

Year Group	Lunch Time - Eating	Lunch Time - Playing	Allocated Zone
Reception	11.45am – 12.15pm	12.15pm – 12.45pm	KS1 Playground
Year One	12.15pm – 12.45pm	11.45am – 12.15pm	School Field (front)
Year Two	12.15pm – 12.45pm	12.45pm – 1.15pm	School Field (near golf course)
Year Three	12.15am – 12.45pm	11.45am – 12.15pm	KS2 Playground
Year Four	11.45pm – 12.15pm	12.15pm – 12.35pm	School field (far right)
Year Five	1.05pm – 1.35pm	12.35pm – 1.05pm	KS2 Playground
Year Six	12.40pm – 1.10pm	1.10pm – 1.40pm	School Field (central)

While the field is in use, Year groups will be allocated a zone to use. This will enable learning outdoors throughout the day as necessary and ensure lunchtime or break-time cross-overs ensure we minimise contact between groups / bubbles.