



Arthur Terry
Learning
Partnership



September School Reopening

Rationale:

Coton Green Primary School never closed during the Covid19 pandemic. It remained open for critical workers throughout.

On June 15th after extensive Risk Assessment and planning assisted by ATLP HR, Operations and Estates and the Executive Team, Coton Green re-opened using class bubbles of 15 for all Reception and Year 1 children.

We also were able to accommodate Key Worker and vulnerable children (up to 30 pupils) from across other year groups and offered a 5-day transition and celebration package for Year 6 children across the weeks leading up to the end of term.

Upon successfully re-opening and not compromising access to year R and Year 1 bubbles – Key worker and vulnerable Year 2 children were able to access the Year 1 bubbles creating extra capacity in the Key worker bubble.

This in-turn led to the school using existing staff resources and spare rooms to enable a transition day for each year group from 2-5 to have a transition day with their new teachers.

This resulted in all children having had the opportunity to come to school for the day and see it operating with the current mitigation procedures in place. The school were also able to develop Microsoft teams to be used as a learning platform (KS2) alongside the well-received paper work packs and other on-line learning for each year group.

This has left the school well-placed for a full opening in September using much of the learning gained during the partial opening.

A parent guide is available here:

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term>

This school plan is written in conjunction with the wider opening the DfE guidance which can be found here:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

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:

Numbers 1 to 4 must be in place in all schools, all the time.

6) where necessary, wear appropriate personal protective equipment (PPE)

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

<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>DFE GUIDANCE</p>	<p>COTON GREEN APPLICATION</p>
<p><i>Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.</i></p>	<p><i>This has been communicated by school and ATLP. ATLP HR have carried out extensive consultations with each employee.</i></p>
<p><i>If anyone in the school 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), they must be sent home and advised to follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’, which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</i></p>	<p><i>There is an established protocol if a child becomes unwell in school. Office staff are briefed and have hyperlinks to the stay at home guidance for reference when contacting parents or dealing with parent queries.</i></p>
<p><i>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</i></p>	<p><i>At Coton Green this is the PPA / Medical Room. – The door can be closed and the room has good ventilation.</i></p>
<p><i>They need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</i></p>	<p><i>The adult men’s toilet will be used in this case with signage of ‘out of use’ placed directly after use so that this can be isolated until cleaning can take place. Male members of staff can use the alternative disabled toilet.</i></p>

<i>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.</i>	<i>A PPE grab pack is available in the medical room and reserved for this purpose. Office staff to replenish after each suspected case.</i>
<i>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</i>	<i>It is particularly important that in young children suspected corona virus symptoms may be similar to other illnesses. For example, meningitis. It is important for staff to follow procedure of medical emergency if a child displays as seriously ill.</i>
<i>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.</i>	<i>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</i>
<i>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</i>	<i>This has been communicated to staff.</i>
<p>2) Clean hands thoroughly more often than usual Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p>	
<i>whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</i>	<i>During partial opening Coton Green had days when at full capacity in welcoming other year groups back. This has been a test of our systems and confirmed the handwashing provision was sufficient.</i>
<i>Supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</i>	<i>KS1 and EYFS hand sanitiser kept with adults. EYFS have established routines. School has a supply of suitable hand wipes as alternative for pupils with additional needs.</i>
<i>building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</i>	<i>All staff and children in current Y1, and Reception now in school familiar with routine and culture of hand- washing. EHCP children have attended school. New intake needs may need to be assessed carefully.</i>
<p>3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p>	

<p>The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.</p>	<p>All classes have a foot pedal bin and a supply of tissues. Parents encouraged to supply individual handy packs for children.</p> <p>SEND pupils further RA may be needed. Pupils in Y1 and R have managed this well since June</p>
<p>Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.</p>	<p>No pupils over the age of 11.</p> <p>Communication of this point to parents and staff may be required due to other countries having different advice – e.g. Scotland.</p>
<p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach Points to consider and implement:</p>	
<ul style="list-style-type: none"> • putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> • more frequent cleaning of rooms / shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet 	<p>During the school partial re-opening designated toilets have worked well to minimise transit across schools and isolation of bubbles.</p> <p>Extra cleaning provision between the hours of 11:30 and 2:00 has ensured that toilets have been cleaned before and after lunchtime</p> <p>Extra cleaning provision has also enabled touch points and tables to be cleaned.</p> <p>There are good systems of handwashing – e.g. hands are washed prior and after each toilet trip. This is well monitored.</p>
<p>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.</p>	<p>Coton Green to Liaise with ATLP operations and Estates for any amendments to cleaning schedule due to updated guidance.</p>
<p>5) minimise contact between individuals and maintain social distancing wherever possible. Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p>	
<p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not</p>	<p>The initial approach to this will be to keep each class within school as an isolated bubble.</p>

<p><i>alternative options and both measures will help, but the balance between them will change depending on:</i></p> <ul style="list-style-type: none"> • <i>children's ability to distance</i> • <i>the lay out of the school</i> • <i>the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)</i> 	<p>All lessons for the first half term will be delivered within the same classroom with the same class teacher.</p> <p>We will investigate the wider grouping of pupils after October half term to enable year group teaching of mathematics across mixed age phases (Y1/2 Y3/4 Y5/6).</p> <p>RWI will initially take place in classes. This again may change after half term to enable grouping of children within phases after further risk assessment and best practice research.</p> <p>PPA will be delivered by the sports coach and teacher on PPA days for each Phase- this will limit daily cross teaching to within a mixed age phase.</p> <p>School will await further guidance before whole group activities such as music tuition. However, it is envisaged that the hall could be used as a well ventilated area for year group tuition of musical instruments – violins in Y3 and Y5 ukelele as 2m distancing can be implemented.* full RA supplied by entrust – Hall compliant with RA. Classroom for these lessons limited to 15 with cleaning between groups.</p> <p>Bikability will need thorough risk assessment and only take children from within each class.</p>
<p>Measures within the classroom</p> <p><i>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</i></p> <p><i>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</i></p> <p><i>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above.</i></p> <p><i>Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</i></p> <p><i>Measures elsewhere</i></p>	<p>Table arrangements should be in rows facing the front if possible.</p> <p>Pupils should not sit opposite each other within 1m distance if at all possible.</p> <p>In KS2 classes a teaching area in front of IWB should have a taped area for the teacher only.</p> <p>Teachers should minimise close contact with pupils and limit any face to face contact.</p> <p>Teachers can support children but should do so side by side as opposed to facing the child.</p> <p>In KS1 classes carpet groups of no more than half the class can be used with spot placements.</p> <p>A distance between the teacher and pupils should be maintained.</p> <p>Our reception classes are our largest classrooms and have been de-cluttered. They also have the smallest class sizes (23)</p> <p>There will be no assemblies in the hall – SLT will give at least one assembly a week via teams and Mr Osborne will conduct a celebration assembly weekly.</p> <p>The class bubbles mitigate any unnecessary movement around school</p>

<p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p>	<p>Reception class only class to use hall for lunchtimes</p> <p>Lunchtime grab bags used initially. Look to offer a hot meal after half term.</p> <p>Staff room not to be used by more than 8 staff. Staggered and reduced lunchtime addresses this. Further details below.</p>
<p>Measures for arriving at and leaving school</p> <p>We know that travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p> <p>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children's social care provides more advice.</p>	<p>Detailed guidance is detailed in the specific school opening plan below to mitigate these risks.</p> <p>School day adjusted without loss of learning time.</p> <p>If pupils arrive with face covering the dfe opposite guidance must be adhered to.</p>
<p>Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories</p>	<p>SENDCO and class teachers to amend all Impact logs with COVID-19 Risk assessment.</p> <p>Most KS1 SEND pupils have been in school regularly and are aware of adaptations</p> <p>Most Pupils have been in school for a transition day and this has been addressed.</p> <p>Shielding pupils returning in September highlighted and RA by SENDCO / SLT in first week back.</p>
<p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before</p>	<p>Visits are by appointment only</p> <p>Office staff briefing before entering school</p> <p>Some may need escorting in pupil populated areas</p>

<p>arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors</p>	
<p>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. 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. 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 a period of 48 hours (72 hours for plastics) between use by different bubbles.</p>	<p>Staff to have own equipment and NOT to be shared with pupils or other staff.</p> <p>Sports equipment cleaned or rotated</p> <p>MILTON disinfection available in school.</p>
<p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>	<p>Outdoor fixed play equipment – weekly rota</p> <p>Clear communication of equipment allowed in school.</p> <p>Pencil case allowed but to be kept in school.</p> <p>PE kit only on days of PE.</p>
<ul style="list-style-type: none"> • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used <p>Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p>	<p>ATLP O&E have supplied PPE required</p> <p>Emergency bucket for suspected Covid-19 case in medical room.</p> <p>Protocols for use of PPE established in school.</p> <p>Supplies checked by E Haywood</p> <p>Intimate care routine with PPE already established.</p> <p>PPE in place for whole half term.</p>

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.

<p>7. Engage with the NHS Test and Trace process Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p>	
<ul style="list-style-type: none"> • book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit • provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) 	<p><i>This needs to be communicated to parents</i></p>
<p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with schools so they understand what the quickest and easiest way is to get a test. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.</p>	<p><i>School has experience of referring children and staff for testing</i></p> <p><i>SLT to be aware of any update to test track and trace procedures.</i></p> <p><i>SLT and Office staff to be aware of home testing kits and distribute accordingly.</i></p>

<p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> • if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. • if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days. 	<p><i>Ensure whole school community is aware of these procedures.</i></p>
<p>8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools 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: <i>Close contact means:</i></p> <ul style="list-style-type: none"> • <i>direct close contacts - 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)</i> • <i>proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</i> • <i>travelling in a small vehicle, like a car, with an infected person</i> 	
<p><i>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</i></p> <p><i>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</i></p> <p><i>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow ‘stay at</i></p>	<p><i>Ensure school community are aware of these procedures.</i></p> <p><i>Brief SLT and office staff to ensure correct procedure is followed.</i></p>

<p>home: guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:</p> <ul style="list-style-type: none"> • if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. • if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p>	
<p>9. Contain any outbreak by following local health protection team advice</p>	
<p>If 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 must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>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. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>	<p>Refer to Staffordshire local guidance: https://www.staffordshire.gov.uk/Coronavirus/Outbreak-control/Documents/COVID-19-Local-Outbreak-Control-Plan-v8-1.pdf</p> <p>Reporting: Link to web reporting: https://www.staffordshire.gov.uk/Coronavirus/Professional-Referral/Professional-referral-form.aspx</p>

SCHOOL SPECIFIC OPENING PLANS:

The school day:

A significant risk factor is the start and end of the school day. If the school's normal opening and closing procedure was kept, then this would mean up to 250+ families entering the school from two small entrance gates. During the re-opening this was mitigated through having a staggered start for different year group bubbles. This worked well but a learning point was the problem for siblings and different drop off times. The school also reduced sessions by 30 minutes enabling teachers to have a daily session for PPA. The latest government advises against the loss of learning time.

The school's normal opening hours are well above the minimum requirement for learning hours in school.

The school opened at 8:50 for 'early work' with registration at 9:00. There is a 15-minute morning break; an hour lunch break and an option for a short break in the afternoon. The school day ended at 3:30. This gives a minimum 5 hours 20 minutes daily of direct learning time and is above of the 'accepted norm' for schools in England of 25 hours. This teaching time needs to be protected.

Directed time for teachers includes 'buffer-time for each school day of 15 minutes either side of the pupils. It is important to factor this into any change in the school day.

This proposal protects teaching hours, mitigates against pinch points and does not impact on teachers directed time. There is a proposed shortening of the lunch hour to 45 minutes and a short 5 minute pm optional rest-break. The proposal also takes into account siblings being dropped off although some further investigation may be needed with children being dropped off by child care or relatives.

group		Approx. ch in group	*alternative	Start time	Collection time	Minimum teaching time
Group a	Surname a-h	105	Y5/6	8:40	3:00	5 hours 20 minutes
Group b	Surname i-p	105	EYFS	8:50	3:10	5 hours 20 minutes
Group c	Surname q-z	95	Y1/4	9:00	3:20	5 hours 20 minutes

*alternative would see siblings dropped off and collected with earliest sibling. (14/7/20 decision made to go with the alphabetical option in the first instance)

KS2 children (especially UKS2) should be encouraged to enter the school playgrounds without parents and make their way to their designated entrances. KS1 parents should be encouraged to leave children at the entrances near hand sanitiser stations at each entrance.

**Unfortunately, drop off and collection times are non-negotiable due to the minimising of risk parents on the playground poses in school to each other and staff. The staggered start is a government approved mitigation against this risk. We are aware that this will cause some problems for working parents, but it is essential that all parents stick to the drop off and collection times approved by ATLP to minimise risk. We are unable to make any exceptions.*

*This message to be consistently shared with parent enquiries.

Class Organisation and Staffing 2020-21

Class Group	Teacher	entrance
1 – Reception A	Gemma Coton	Soft play
2 – Reception B	Carolyn Evans	KS1 toilet
Year 1/2 A	Darren Birch	Own entrance
Year 1/2 B	Ellie Dowsett	Own entrance
Year 1/2 C	Charlotte Wesley	KS1 toilet
Year 3/4 A	Elizabeth Pursehouse	Own entrance
Year 3/4 B	Lorraine Smith	Own entrance
Year 3/4 C	Sarah Holbrook (0.8)	Nurture room
Year 5/6 A	Ross Newton	KS2 yard
Year 5/6 B	Lucy Stevenson	KS2 yard
Year 5/6 C	Jayne Tanner	KS2 yard

Class Groups and PPA

PPA is designed to have consistent staff daily covering different bubbles so no member of staff covers a different year group on the same day:

Class Group	Teacher	Number of children	PPA / leadership /cover	Lunchtime
1 – Reception A	Gemma Coton	22	Friday AM - AP	DS
2 – Reception B	Carolyn Evans (SEND)	23	Friday AM - SR Friday PM - AP	TW
Year 1/2 A	Darren Birch	29	Thursday AM - AP	PJ SL
Year 1/2 B	Ellie Dowsett (NQT)	29	Thursday SR	NR
Year 1/2 C	Charlotte Wesley	30	Thursday PM - AP	CM
Year 3/4 A	Elizabeth Pursehouse (DHT)	30	Tuesday - AH	DC
Year 3/4 B	Lorraine Smith	30	Tuesday AM - AP	JB
Year 3/4 C	Sarah Holbrook (0.8)	30	Monday - AH Tuesday PM - AP	DB
Year 5/6 A	Ross Newton	27	Wednesday AM - AP	ES
Year 5/6 B	Lucy Stevenson	30	Wednesday PM - AP	LR
Year 5/6 C	Jayne Tanner	30	Wednesday - SR	CM

ANDREW PARKER	am	pm
Mon	Swimming???	PPA
Tuesday	Y3.4 and Reading Plus data	Y3.4
Wednesday	Y5.6 and Reading Plus data	Y5.6
Thursday	Y1.2 and Reading Plus data	Y1.2
Friday	EYFS	EYFS

Alison Hall 0.5 (mon –Wed am.)	am	pm
Monday	SH	SH
Tue	EP	EP
Wed am	Own PPA and Pupil catch up	

Sophie Rawlings 0.6 (Wed – Friday)	am	pm
Wed	PPA Y5/6	PPA Y5/6
Thursday	NQT 1.2	NQT 1.2
Friday	EYFS - CE	Own PPA and pupil catch up

*Actual timings will need to be considered for part time staff.

Playtimes * This needs adapting – consider infant into 3 zones when grass is not able to be used.

Reception children to access the KS1 playground throughout the day apart from year 1/ 2 play times, but communicate with each other when so only 1 group is out at any one time. Each class will have their own play equipment. The playground will be divided into distinct zones.

Playground zones 1&2 and grass zone 3. If grass out of use then use zone 1 of yard 2.

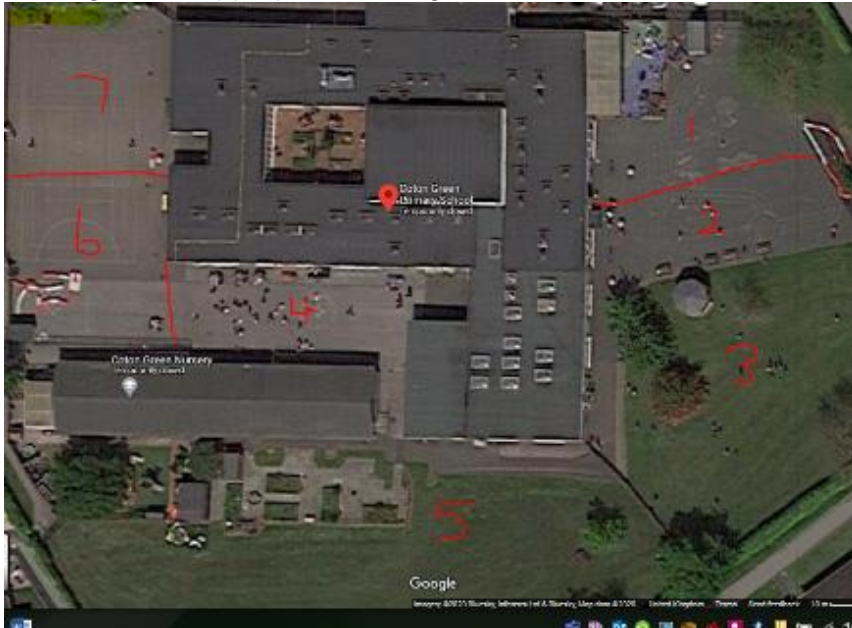
If year 1/2 can also keep to these zones then break can be taken at 10:30 – 10:45.

KS2

SH, JT, LSm 10:25 – 10:40 EP, RN, LSt: 10:45 -11:00

However, on dry days the field areas should be fully utilised and outside learning is to be promoted. Please ensure that each group is isolated – our grounds are extensive so should be used. Please communicate with the Senior manager and other staff groups any outdoor plans as to help isolate class bubble groups.

The main field can be used if children are kept in own isolated zones. Breaks can also be had together if appropriate zoning can be maintained. If not consider organising own rota.



*Yard 3 can be split into 3 to create zones 6/7/8.

Lunchtimes

The kitchen should be running but only providing grab bag packs for all FSM UFSM and paying children until October half term. A hot menu will be trialled from 12/10/20 and in place fully after half term with a grab option for KS2.

We will need 1 ½ hour for lunch to give every class a lunch break. Up to 30 minutes eating and 30 minutes minimum play.

Reception children will eat in the hall. Each class group to have designated lunchtime staff. Groups will need to enter and exit as groups with their supervisors. From 12/9/20 KS1 and reception will use the hall.

KS2 classes will eat in the classrooms. The extra capacity within the lunch staff team should enable cleaning of each class and also an extra adult for reading with individuals upon return to class.

Equipment – Large play equipment can be used on a week rota basis. E.g. a class per week.

Lunch times

RECEPTION: 12:00 – 1:00 – Playground 12:00 -12:30 (in hall from 12:30)

Year 1/2 : 12:00 -1:00 Year 1/2 (in hall from 12:00 – playground 12:30)

Year 3/4: 12:15 – 1:15 (classroom eating first – onto playground at 12:45)

YEAR 5/6 (playground 12:30-12:45 – back to class to eat 12:45 – 1:15 – 1:15-1:30 playground)

Lunch play areas:

RECEPTION – KS1

Yard and field (in damp conditions KS1 yard may need to be split in 3)

KS2 yard 2 and 3.

Extensive grounds should be used in fine weather.

This will be constantly reviewed for efficiency and safety by SLT.

Staff room expectation:

During the first two weeks the separate facilities for staff will be maintained. This will then be reviewed. – **This to continue to limit adult contacts in school and maintain safe social distancing (9/10/20)**

The staggered lunch might eventually mean that teaching areas do not need to be staff areas. (nurture room and library). The staffroom is able to accommodate the numbers of staff if strict social distancing is adhered to. Chair covers must be used on soft furnishings or named seats. 8 staff maximum at one time. Classrooms can also be used by staff for their own lunch.

Toilets

Children to stick to using these toilets throughout the whole day (including play and lunchtimes)

PUPILS MUST WASH OR SANITISE HANDS BEFORE AND AFTER USING TOILETS.

REC use the toilets in the reception classroom only.
Y1/2 CW

Yr1/2 DB link corridor toilets and Y RT classroom.

Lunchtime – KS1 playground can these be used by EYFS and Y1/2 if cleaned before and after lunch?

Year 3/4 EP – link corridor toilets only

LS own toilets only - Y3/4 SH – Y5/6 top corridor toilets only
*** additional cleaning of toilets is needed before and after lunchtime

Teaching and Learning

Example EYFS Timetable

Time	Lesson
Morning	Story – English based activities Maths – number work Read Write Inc Phonics
12 – 12.45pm	Lunch
Afternoon	Activities through continuous provision covering the seven areas of learning

Example KS1 Timetable

Time	Lesson
8.40 – 9am	Early work and staggered start
9.10 – 9.30am	RWI speed sounds and word time
9.30 – 10am	English text-based
10 – 10.35am	Maths

10.40 – 10.55am	Break
11 – 11.30am	Maths
11.30 – 12.15pm	RWI Reading
12.15 – 12.30pm	Yoga - mindfulness
12.00 – 1.00pm	Lunch (see lunch details)
1.15 – 2.15pm	Transition and Foundation subjects
2.15 – 2.30pm	Break
2.30 – 3pm	Class story
3 – 3.20pm	Continue Early work and staggered finish

Example KS2 Timetable

Time	Lesson
8.40 – 9am	Early work and staggered start
9.10 – 9.40am	Guided Reading
9.40 – 10.15am	Maths
10.15 – 10.30am	Break
10.30 – 11.10am	Maths
11.10 – 12.10pm	English – text-based
12.10 – 12.45pm	Foundation subjects
12.15 – 1.30pm	Lunch (see lunch details)
1.30 – 2.45pm	Foundation subjects
2.45 – 3pm	Class story
3 – 3.20pm	Continue Early work and staggered finish

Classroom layouts:

Our initial opening will have whole classes as single bubbles. This does pose significant challenges as these are organised as mixed age classes.

It is envisaged that after half term this will be adapted to enable grouping for specialist teaching for maths and phonics following further risk assessment and mitigation measures.

Curriculum expectations:

Government guidance	<u>Coton Green specific guidance</u>
<p>The key principles that underpin our advice on curriculum planning are:</p> <ul style="list-style-type: none"> • education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. • the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. • remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. • Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content: Prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. • Aim to return to the school’s normal curriculum in all subjects by summer term 2021: Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils’ knowledge with the aim of returning to the school’s normal curriculum content by no later than summer term 2021. • Plan on the basis of the educational needs of pupils: Curriculum planning should be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils’ work) while avoiding the introduction of unnecessary tracking systems. • 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 	<p>The English and maths curriculum should focus on Key Objectives.</p> <p>Children should have access to a broad and balanced curriculum – English and maths should be mainly taught in the mornings and should take priority in the first instance.</p> <p>Through effective formative assessment, teachers will identify gaps in knowledge, skills and understanding and work quickly to address these gaps. Effective formative assessment is key and this will be a focus of staff CPD.</p> <p>RWI will be taught daily in EYFS and KS1. This will include a daily speed sounds and word time lesson and a daily reading lesson. Children in every class will be read to by an adult on a daily basis.</p> <p>Curriculum leaders will adapt their schemes of learning (with the support of the LAT) to ensure that they support the new opening arrangements.</p> <p>The configuration of desks within classrooms will be reviewed in order to maximise the distance and face-to-face contact between staff and pupils.</p>

<p>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> <ul style="list-style-type: none"> • Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. <p>Physical Education</p> <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.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Music</p> <p>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. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side,</p>	<p>The priorities for young children at this time are resocialisation into new-style school routines; speaking and listening, and regaining momentum in particular with reading. Every child's experience at home will vary and needs are likely to be greatest where children have not been able to access remote education consistently. Reading Plus will take place in classrooms with Mr Parker continuing to monitor use and progress remotely.</p> <p>Remote education uses a blended approach – paper packs, use of Oak Academy and Bitesize Daily, TT Rockstars, Bug Club and Purple Mash. In Y4-6, Microsoft Teams is used to set assignments and interact with children.</p> <p>AP will teach PE throughout the school but will not move between phase bubbles in one day.</p> <p>Children to bring PE kits only on the day they have PE and take them home at the end of the day.</p> <p>When weather permits, PE should take place outside. Equipment must be thoroughly cleaned between different bubbles using it.</p> <p>No assemblies will take place in the first half of the autumn term. K2M music will take place in the hall and children will be socially distanced with no face-to-face contact. If hall is needed for PE then K2M</p>
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avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.

Music can take place in the class with additional cleaning from site manager. **No singing should take place in classrooms during K2M.** K2M limited to 15 in Year 5/6 on a rota basis.

Attendance expectations

In March when the coronavirus (COVID-19) outbreak was increasing, we made clear no parent would be penalised or sanctioned for their child's non-attendance at school.

Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.

Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:

- 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

School improvement focus

1 Reading: Implement Read Write Inc across EYFS and KS1. Enhance, embed and refine the teaching of English through quality texts and class novels.

2 Assessment: Enhance, embed and refine formative assessment in school. Improve the use of questioning in all lessons.

Teaching assistants

Current teaching assistants across school is depleted compared to previous years and we now have a significant number of children with EHCP hours.

There are two TA in each phase

EYFS – Kim Robinson full time based with Gemma Coton; Dawn Sanza full time Based with Carolyn Evans –

Year 1/2 - Natalie Yeomans am only– 10 hours based with Ellie Dowsett; Annia Pegg am only . NY and AP will also need to support in CW – SENDCO to look at timetable

Year 3/4 - Anna Burgosova pm only, Joanne Murphy am only – to be shared across the 3 classes using social distancing for interventions – SENDCO to look at timetable

Year 5/6 – Carol Taylor am only – DS 17.5 hours based in LS room. Julie Shipman am – JW 17.5 hours based in RN room – some provision to be made for MD.

TA's **can** work with pupils from other classes. In the first instance this should be limited to phase bubbles and pupils can be taught in smaller groups in other areas of the school. Social distancing in these groups is more possible in these small groups and should be encouraged. This is likely as pupils from each class may need specific intervention work.

When TA's need to work in another classroom, a separate table area could be used for this purpose.

Deploying support staff and accommodating visiting specialists

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.

Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies). Any redeployments should not be at the expense of supporting pupils with SEND. Headteacher should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff.

PASTORAL

AP – EYFS and KS1

JSh – KS2

PM only – cover every day ? RO to Check

DSL and cover before and after school – part of JSh reorg of hours.

Social distancing in classrooms:

The configuration of desks within classrooms will be reviewed in order to maximise the distance and face-to-face contact between staff and pupils. Children should remain in seats for as much of the time as possible, as appropriate to their age and experience.

Managing movement around school:

- Children **NOT** to be sent as runners / jobs etc. (register monitors can continue)
- No need for any extensive movement whilst children are in class bubbles and all classes should be escorted by an adult.
- Classes will each lunch in own classrooms with the exception of EYFS KS1.

Classroom Equipment:

Government Guidance	Coton Green specific guidance
<p>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. 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. 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 a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>	<p>Children are asked to bring their own equipment to school. This should be left in school. Where children do not bring their own equipment, they will be provided with a set by school.</p> <p>Books and games can be shared within a bubble, with good handwashing after use.</p> <p>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 a period of 48 hours (72 hours for plastics) between use by different bubbles – cleaning staff will be on site during the day.</p>

The school office

Staff to maintain their 2m distance as already set up. Any face to face enquires to be conducted with the glass partition closed. A sign to be put up explaining this. Only 1 person in the entrance area at any one time. Tape to indicate this distance for parents. Clean handsets and digi-pad regularly. **No teaching staff to enter the office.**

Desk stations should only be used by office staff.

Office time-table:

	<i>Am</i>	<i>pm</i>
Monday	Elizabeth Haywood* Lorraine Densley	Elizabeth Haywood Lynne Fenton
Tuesday	Elizabeth Haywood Lorraine Densley	Elizabeth Haywood Lynne Fenton
Wednesday	Elizabeth Haywood Lorraine Densley	Elizabeth Haywood Lynne Fenton
Thursday	Elizabeth Haywood Lorraine Densley	Elizabeth Haywood Lynne Fenton
Friday	Elizabeth Haywood Lorraine Densley	Elizabeth Haywood Lynne Fenton

***EH may be required to move to central team for finance work.**

Visitors are by invitation and appointment only and added to school diary. EH responsibility alongside HT

Office staff will sign in visitors in a written book.

No lanyards will be given and visitors should wear an ID badge from representative company. This is to be explained when making appointments.

Staff entry is to be via main entrance only and staff should not congregate in staffroom on arrival. Staff should make their way promptly to classroom areas.

SITE MANAGEMENT

School should be opened at 7:30 at the earliest and staff should not arrive before 7:45

Site technician (Eric Shaw) will work through daily schedule that includes hygiene equipment checks and replenishment. Weekly checks also completed

Site technician available for emergency cleaning until shift ends at 11:30

Eric back on site at 5:00 – all staff must leave by 5:45 for Eric to complete lock up and site checks.

CLEANING

CHARTWELLS CLEANING SCHEDULE:

this is available in school and details all cleaning at a weekly and daily level.

Extra Cleaning:

2 hours extra cleaning per day from 11:45 am – 1:45pm.

The cleaner will be focusing on high touch areas throughout the school, including staff and visitor areas and all toilets.

Classrooms will not be cleaned at lunchtime, this is not necessary as the children are remaining in their bubbles in these rooms. Once a day clean (at the end of the day is sufficient).

Lunchtime staff are expected to clean dining tables in between sittings - this will be especially crucial between KS1 and reception bubbles in the hall.

When Breakfast Club starts on 14th September your site technician will be cleaning the toilets and high touch areas in that area before the Nursery each morning.

The Nursery classroom will be cleaned at 2:30pm by the evening cleaners so it will be ready for after school club and again when after school club finishes so it is clean for the morning breakfast club.

The cleaning arrangement is a temporary arrangement until the end of the Autumn Term, but will be reviewed at half term or before should government guidance change.

PPE equipment

ATLP have supplied Covid-19 emergency packs which contain gloves, a mask and aprons and eye protection for staff to use if a child develops symptoms and needs attention in the PPA/medical room. We have a supply of masks for intimate care. These stocks will be monitored by E Haywood and replenished accordingly

First aid

Staff should make every attempt to keep 2m apart from any injured child. Keep explaining the reason why to the child so they try to understand. If they need you to administer medical attention, please use gloves. If a child can use a wipe to clean up a wound, then please ask them to do this. **FIRST AIDERS ARE ABLE TO TREAT INDIVIDUALS FROM OUTSIDE THEIR BUBBLE.**

The child should be escorted to the nearest available first aider and treated outside the classroom in a neutral space i.e. hall or PPA/medical room.

An individual RA for first aiders has been completed for all with support from ATLP HR.

FIRE PROCEDURE:

The Fire Safety Officer is the person in school who is ultimately responsible for fire safety. (Mr Osborne)

Fire wardens are appointed and trained, who will help the Fire Safety Officer execute their school's fire safety strategy. (These are the teachers and teaching assistants who are leading bubble groups.)

Carrying out a fire risk assessment is a legal requirement under the Regulatory Reform Order. This will be done prior to school officially re-opening.

A school fire risk assessment will:

- Identify each of the potential fire hazards on site.
- Determine if there are people who'd be especially vulnerable if a fire broke out.

- Establish the risk level to all pupils and staff.
- Assess whether existing safety measures are adequate.
- Identify the additional measures that need to be introduced to improve safety.

The school fire alarm has been tested. It is maintained on a regular basis for reliable operation. It provides early detection of a genuine fire and protects against false alarm activations as effectively as possible. It's essential that this system is backed up by fire safety training to educate pupils on the dangers of false alarms. This should be done as part of the children's induction back into school routines.

Staff and children to carry out a fire drill on the first week of returning to school as transition day has already happened - Children are to exit the building via the closest door and line up 2 metres apart. Classes to proceed to designated and marked area:

EYFS: Zone 1

CW/DB: Zone 2

ED: Zone 5

Y3/4: Zone 4

Y5/6: Zone 6

Year 5/6 zone 7

Registers to be given by Office Manager. Fire wardens/teachers/teaching assistants responsible for each 'bubble' to take a register. Report to Fire Safety Officer/Headteacher who will decide the next course of action.

Children Showing Symptoms of Covid-19 advice to parents

- only come into school if he/she is symptom-free
- if your child has been symptomatic, then he/she may only end the self-isolation after 7 days The 7-day period starts from the day when he/she first became ill
- If your child lives with someone who has symptoms, he/she must stay at home for 14 days from the day the first person in the home started having symptoms
- If your child develops symptoms whilst at school, arrangements will be made for them to go home immediately.

For school staff:

- The child should be escorted to the PPA room at HT or SLT member informed.
- The room should have an open window and be well ventilated
- Strict social distancing should be adhered to.
- SLT member informed
- Parents contacted immediately to pick up
- TEST TRACE AND ISOLATE ADVICE FOLLOWED- ASSIST PARENTS WITH SIGNPOSTING TO NHS INFORMATION

Please see risk assessment for further details

List of first aiders:

Carolyn Evans, Gemma Coton, Dawn Sanza, Kim Robinson, Natalie Yeomans, Paula Jauncy, Andrew Parker, Sarah Holbrook, Lisa Ryan, Teresa Williamson, Emily Challis, Sue Lloyd, Nikki Robey, Dawn Summers.

WRAP AROUND CARE:

- Re-opened with a maximum 15 consistent places - separate consistent bubble in middle mobile (use as set up for class).
- Overspill Breakfast to utilise hall with extra staff (if financially viable) - this will
- full time prioritised, then evening whole-week bookings, followed by part week full days
- times: am 8:00 – school start; pm school end – 5:30
- costs £14 a day £12 sibling rate
- use individual table stations initially
- staff to be used at beginning and end of day to help organise pick up and drop off during the interim period
- A thorough clean will be needed after each session and added to site managers schedule.
- RA to be held and periodically reviewed by E

Supply staff protocol:

If supply staff are to be used, HTs to ensure that they are conversant with all of the protective measures and routines of the school and, where possible, if long-term supply, they stay with a consistent bubble of students

Historically, the school has used own supply staff

Gill Thomas (KS1 and KS2)

Lynne Tighe (EYFS)

Rafaella Trapani – Is familiar with school and available on supply from 1/9/20

In the event of staff absence 1st day – Leadership forgo PPA and Leadership time (Tuesday Thursday Friday) or re-arrange PPA Monday Wednesday) and cover internally. This to be paid back with Gill Thomas. Possibility also on first day absence of using existing TA's but must maintain statutory hours for EHCP children.

Home learning protocol in event of further lockdown:

Remote education uses a blended approach – paper packs, use of Oak Academy and Bitesize Daily, TT Rockstars, Bug Club and Purple Mash. Reference should be made to Coton Green non-negotiable Learning objectives for reading, writing and mathematics. ATLP have also produced resources that match Oak National and will be utilised by staff. This also includes roles and responsibilities and expectations of staff. This offer should also be given to children self-isolating if well enough.

Key Stage 2- Microsoft Teams is used to set assignments and interact with children. This live learning takes place alongside use of Oak National School. Alignment will be made with specific reference to corresponding work in Reading and maths schemes of work – with school text and workbooks.

KS1 - Two-week paper packs – blended learning to include use of Purple Mash and TT Rockstars. Video of story session daily – distributed on You Tube channel / microsoft teams. Use of materials from Oak National School. Daily email to all learners with links to all remote learning. An effort will be made to align directly with planned class work including corresponding RWI daily phonics videos.

EYFS – 2-week paper packs. Daily email to all learners including all links to OAK Academy / RWI videos – online daily story session.

Extra-curricular provision

This is agreed to be suspended for the first few weeks to ensure that routines and expectations are embedded.

HTs to consult with D of E thereafter to ensure that any extra-curricular/enrichment provision is safe and within the guidance

NO EXTRA CURRICULAR PROVISION DURING SEPT PLANNED AT CG

UNIFORM

Uniform arrangements to be communicated to all pupils and parents:

School uniform as normal at CG. Some leniency according to needs of individuals.

Agree, with DoE, a plan for the training day in September and the arrangements for the first week back

Covid-19 Test and Trace - Maintaining records of staff, students and visitors

Organisations in certain sectors should collect details and maintain records of staff, customers and visitors on their premises to support NHS Test and Trace.

There is a higher risk of transmitting COVID-19 in premises where people spend a longer time in one place and potentially come into close contact with other people outside of their household.

To manage this risk your school should be maintaining appropriate records of staff, students and visitors. This guidance applies to any on-site service and to any events that take place on your premises, it does not apply to drop-off deliveries made by suppliers or contractors.

Data Protection

The details that you are being asked to collect is personal data and is therefore subject to the requirements of the Data Protection Act and GDPR. It must be handled in accordance with these laws to protect the privacy of your staff, students and visitors.

The following information should be collected where possible:

- name
- contact phone number
- dates and times in premises
- where a group of people may be visiting your school, then you can record the details above for the 'lead member' of the group and the number of people in the group
- where interaction takes place between staff/visitors/students or any variation thereof, you should record names alongside

Most schools will already have long-standing systems in place for collecting the required data, such as Sims, visitor's books/logs etc. (There is Government guidance available for [recording student attendance during the pandemic](#)).

It is important to note that if you collect this data as part of your normal every day working practice, regardless of the pandemic, then you should continue to do so and you should apply your usual security and retention settings to this data.

If, however, you are collecting any additional data solely for the purpose of Test and Trace that you would not ordinarily capture as part of your normal working practice, then you must apply a retention period of just 21 days and it must then be disposed of securely.

The GDPR allows you to share this data with NHS Test and Trace to help minimise the transmission of COVID-19 and support public health and safety. You do not need to seek consent from the individual to do this, but if you are collecting any data that you would not normally collect then you should make clear why the information is being collected and what you intend to do with it.

VERSION CONTROL

9/10/20 *RW*

October review – Lunchtime review, remote learning review, music review to include classrooms. Breakfast/ After school club provision reviewed.