

Tregony Community Primary School Covid-19 Risk Assessment

Date completed: 07/07/20

Most recent update: January 2022

Work Area or Activity	Tregony Community Primary School
Risk Area	Management and Site Maintenance
Assessment Framework	Re-Opening Schools - COVID-19
Completed by	Kate Douglass, Headteacher

Date.	07/07/2020
Reviewed.	26/02/21 - Discussed and shared with teachers 2/3/21 and Support Staff 4/3/21 30/03/21- discussed in staff meeting - Shared on Google Drive on 12/04/21 Reviewed: 1/6/21 - shared staff meeting and on Google Drive Reviewed August, shared at INSET 6/9/21 and shared on Google Drive. Reviewed 2/1/22 and shared on Google Drive 3/2/22 Reviewed 14/3/22 - shared on Google Drive 14/3/22

Amendments March 2022.

- Despite government changes, we will continue with the isolation periods
- Where there are signs of a 'cluster' outbreak, we will ask children/staff who are symptomatic, to PCR
- Staff will now lateral flow if feeling unwell

Amendments January 2022.

- The 10-day self-isolation period for people who record a positive PCR test result for COVID-19 has been reduced to 7 days in most circumstances, unless you cannot test for any reason.
- Individuals may now take LFT tests on day 6 and day 7 of their self-isolation period. Those who receive two negative test results are no longer required to complete 10 full days of self-isolation. The first test must be taken no earlier than day 6 of the self-isolation period and tests must be taken 24 hours apart. This also applies to children under five, with LFT testing at parental or guardian discretion. If both these test results are negative, and the person does not have a high temperature, they may end their self-isolation after the second negative test result and return to school from day 8.

- People who are fully vaccinated, or children and young people aged between 5 and 18 years and 6 months, identified as a close contact of someone with COVID-19, should take an LFD test every day for seven days and continue to attend their setting as normal, unless they have a positive test result or develop symptoms at any time.

Amendments August 2021.

- Pupils will no longer be in Key Stage bubbles unless the school needs to refer to outbreak management plan
- Wrap-around-care will resume in the children's centre
- There will no longer be a staggered start and finish to the day
- There will no longer be a one way system at drop off and pick up time
- Parents will resume collecting pupils from the main playground
- Pupils do not have to sit in rows

Amendments: June 2021.

- Transition sessions (EYFS). Pupils from current R and Year 1 will vacate the room. Only pre-school pupils in class. All toys and surfaces to be washed (with germicidal spray) carefully after the session.
- Transition Day: Only new reception pupils in Towan. They will have their break separately. Year 2s moving to Key Stage 2 will be separate from other pupils in Key Stage 2.
- Playtimes - bubbles will be maintained

New Amendments :

- The re-introduction of volunteers (subject to Lateral flow testing)
- All staff are to wear face masks in and around the building, in communal areas when not eating/drinking and in the school/Headteacher's office if not working in isolation.
- The staffroom will be utilised as a 'use and leave' principle; there will be no stopping in there.
- All staff are to wear face masks when working closely with pupils and when moving around the school.
- Parents are to wear face masks on the premises (unless exempt)
- Pupils will remain in their key stages at playtime
- Wrap around care is in place - in the hall and socially distanced
- If teachers/students take PPA in the same room, a mask must be worn at all times and a minimum of 2 metres distance and maximum of three teachers in smaller rooms
- SG: See Safeguarding addendum.

- Bubbles are in key stages (Nursery, KS1 and KS2)
- Key stage 1 to eat in the dining hall, Key stage 2 school dinners in the hall and packed lunches in classrooms
- No visitors without prior appointment
- All staff to engage in the vaccination process when offered to them
- All staff will be lateral flow covid-19 tested each Wednesday and Sunday

Previous Amendments: 11/01/2021 - now replaced (see above)

- Key workers and vulnerable students will be in one bubble, but based in 2 key stage groups. One will be based in the Hall the other will be based in the Children's Centre
- Staff will be on a rota to be based in school and will work from home where possible. When in school. all staff will remain in own classes
- There will be a daily check-in for all pupils and this is communicated to parents. For those who do not check-in, there will be a follow up phone call.
- A list of pupils will be drawn up for whom teachers and the Headteacher believe will benefit from frequent contact.
- Please refer to the school's Safeguarding addendum which was updated in January 2021.
- There will be at least two teachers on site at all times supported by support staff who will be supervising Key Worker and vulnerable students on a rota basis.
- Teachers will be carrying out remote duties and giving feedback throughout the school day.
- We have no supply teachers in school at present. In the event of sickness, cover will be internal.
- Weekly staff meetings set up via Google meets, safeguarding will remain a standing agenda item.
- Please see the Remote Learning policy: Pupils will expect frequent feedback throughout each school day. Teachers will enhance lessons by providing voice over and visual instructions to support the learning of new concepts. There will be a weekly timetable for each class on each class page. Key stage 1 pupils will have a minimum of 3 hours of work each day and Key Stage 2 will have 4 hours.
- SAPs will be sent home to SEND pupils via Google forms and an online meeting arranged.
- PE lessons will be set online each week. Pupils in school will be encouraged to partake in physical activity each day. The school Facebook page will promote ideas for physical activity.
- Please see the Remote Learning Policy. Pupils will have a minimum of 3 hours a day of work set in Key Stage 1 and 4 hours in Key Stage 2. Teachers will provide ongoing feedback throughout the school day.
- There will be two Google meets scheduled a week for each class.
- Teachers are developing the work set by providing voice recordings and videos to model new concepts and learning.

Government guidance source:

- **Guidance for full opening – schools. Published 2 July 2020.**

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

Government statements from guidance:

- 'It is our plan that all pupils, in all year groups, will return to school full-time once the Government guidance allows them to.
- 'Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures.'
- 'If schools follow the guidance set out here, they can be confident they are managing risk effectively'

Schools must comply with the Health and Safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the return of pupils that addresses the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from upon return to school.

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
- Staff maintaining distance from pupils and other staff as much as possible

This risk assessment has been designed by Tregony Primary School based on the 5 areas identified in the guidance:

	Risk not mitigated - unable to follow guidance or implement adequate controls
	Risk partially mitigated – some actions outstanding
	Risk mitigated – adequate controls in place and guidance followed

Risk / Guidance Requirements	Controls/ procedures in place	Actions remaining	Status
1. Public health advice			
Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below	<ol style="list-style-type: none"> 1. Risk assessment guidance and proformas taken from County 2. Risk assessment created with another head from the MAT 3. Risk assessment checked and modified with all teaching staff 4. Risk assessment shared with all staff including outside agencies and subcontractors 5. Risk assessment reviewed by trustees and CEO 6. Risk assessment dynamic will be formally reviewed at every staff meeting 	<p>Communication and regular reminders to all staff throughout the autumn term at weekly business meetings.</p> <p>Communicated with parents in welcome back letter.</p>	
Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household follows the most recent guidance.	<p><u>From 28/02/22 -Staff will lateral flow if ill</u></p> <ul style="list-style-type: none"> • <u>All staff to engage with the vaccine programme when eligible and where possible</u> <p>Information shared with parents:</p>	Share this information with parents in return to school letter	

	<p>If you or a member of your family shows symptoms of Covid-19, please follow the self-isolation guidance (see the link below) and report this to the school.</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection#</p> <p>The most common symptoms of coronavirus (COVID-19) are a recent onset of any of the following:</p> <ul style="list-style-type: none"> • a new continuous cough • a high temperature • a loss of, or change in, your normal sense of taste or smell (anosmia) • A test should be carried out (see link below) <p>https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/ask-for-a-test-to-check-if-you-have-coronavirus/</p> <ol style="list-style-type: none"> 1. A small number of tests kept in school for those who may find it difficult to access tests from (elsewhere). 2. All staff to ask about wellbeing on entry to school. <p>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.</p>		
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Clean hands thoroughly more often than usual	<ol style="list-style-type: none"> 1. Supervision of handwashing in Early Years and Key Stage 1 (hand washing procedures followed) 2. Extra Signs in toilet and around the school regarding washing hands 3. Extra soap ordered to ensure we do not run out 4. Mark out two metre spacing for children when lining up to wash hands 5. Pupils taught how to wash hands effectively using PHE videos and guidance 6. Wash hands/ sanitise when entering school, different classes/rooms, before and after each break and lunchtime and before going home. 7. Contactless hand sanitizer stations at reception (these can be moved around the school accordingly) 8. All visitors to sanitize on arrival and departure 	Remind children in September of routines. Introduce routines to those children rejoining class in Sept. Include in welcome back letter so parents can reinforce at home. Check stocks of hand soap and hand sanitiser.	
Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	<ol style="list-style-type: none"> 1. Pupil reminders each morning (PP presentation) 2. Posters displayed around school 3. Lidded bins in each class which are frequently emptied 	Include in letter Routines for children	
Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach	<ol style="list-style-type: none"> 1. All surfaces, handles, toilets and shared equipment will be cleaned each day using Milton/antibacterial (removes 99.9% germs) 2. Cleaning record sheet for toilets (two additional cleans throughout the day) 3. PPE will be worn by all cleaning staff if advised by contractors 4. Soft furnishings and soft / cloth toys are kept to a minimum from use in classrooms where possible 5. Cleaners to return to work before the school reopens - deep clean 	<p>Include in back to school letter</p> <p>Discuss requirements with cleaning staff</p> <p>Ensure cleaning stocks are ordered, replenished and maintained</p>	

	6. Cleaning stations in all classes - all staff briefed on added cleaning expectations and surfaces wiped between sessions 7. Cleaners to concentrate on areas where pupils and staff have been at the close of school 8. All surfaces cleaned in between use (using cleaning station)	Share expectations with pupils and staff frequently	
Minimise contact between individuals and maintain social distancing wherever possible. Consider the following: <ul style="list-style-type: none"> • how to group children • measures in the classroom • measures elsewhere • measures for arriving and leaving school • other considerations 	<ul style="list-style-type: none"> • Children will no longer be in key stages • EYFS continuous provision is reduced and cleaned daily. • Face masks may be worn by staff/pupils when working in proximity to pupils. They will take personal responsibility for this. <u>Resources</u> <ol style="list-style-type: none"> 1. Limited resources in school - parents informed of this on return to school letter. EYFS children are not to bring transition toys, spare nappies and packed lunches can be brought in. 2. Children issued with their one pencil, purple pen, whiteboard pen and rubber. 3. Each room to have their own cleaning equipment tray - antibac, antibac wet wipes, bin bags and trained in frequency of cleaning 4. Tables, door handles and other surfaces cleaned with Milton every night and throughout the day 5. Wipes used after table use and different groups of pupils 6. Wipes used after computer/telephone use 7. Resources on tables ready for lesson and not distributed within the lesson 8. Children to wash hands before lessons and after each lesson, before and after eating and before and after moving from indoor to outdoor spaces. 	Include in back to school letter Discuss requirements with cleaning staff Ensure cleaning stocks are ordered, replenished and maintained Share expectations with pupils and staff frequently Rotas to be created so all staff are clear on roles and responsibilities Ensure two members of staff are on the playground to meet at greet at the start and end of the day	

	<p>9. Cover outside water fountains to prevent shared use</p> <p><u>Measures on the playground</u></p> <ol style="list-style-type: none"> 1. Reduced playtime equipment – (balls, skipping ropes etc. allocated for each bubble- and regularly cleaned, pupils to wash hands before and after using equipment) 2. Staff supervision throughout – actively encouraging social distancing 3. Use climbing frame - cleaned at the end of the week 4. Water fountains to be covered and pupils to bring a named water bottle for personal use. <p><u>Measures for toilet use</u></p> <ol style="list-style-type: none"> 1. Supervision of handwashing in EYFS and Key Stage 1 (hand washing procedures followed) 2. Allocated toilets for different groups of children 3. Ensure washing of hands/use of sanitizer 4. Extra signs in toilet and around the school regarding washing hands 5. Wedges for the toilet external toilet doors. 6. Extra soap ordered to ensure we do not run out 7. Mark out two metre spacing for children when lining up to wash hands 8. Pupils must ask to go to the toilet so adults can check the spacing 9. Cleaning checklist record sheet <ol style="list-style-type: none"> 1. Posters displayed outside the classrooms to remind parents/pupils of social distancing rules 2. Instructions shared re social distancing between families in the morning with parents and children and in the re-opening letter 	<p>Expectations shared with pupils and staff and revisited frequently</p> <p>Refresh posters in and around the school</p> <p>Ensure cleaning stocks are replenished and maintained</p>	
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	<ol style="list-style-type: none"> 3. Rota of staff to be on duty to supervise 4. All staff to ask children how they feel at the start of the day. 5. Parents clear about Covid-19 symptoms and the isolation rules 6. No parent/carers permitted in the school building(unless prior appointment) – staff will be on the playground to support <p><u>Measures around the school (corridors)</u></p> <ol style="list-style-type: none"> 1. Children stay in their classroom and access the outside areas from their own classroom doors. 2. No children to send messages/ registers to the office, these will be emailed 3. Staff use empty classrooms and alcoves to maximise the distance between each other 4. Agree instructions with children regarding movement around the school 5. Hall use on a rota basis so there are no clashes. <p><u>Measures for lunchtime</u></p> <ol style="list-style-type: none"> 1. Tables to be wiped down in between sittings 2. Reduced amounts of pupils on each table (4 children per table) 3. Packed lunches in Key Stage 2 to be eaten in classes and socially distanced 4. Stringent hand washing procedures before and after eating <p><u>Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus</u></p> <ol style="list-style-type: none"> 1. Seek expert guidance from special schools re support for children with behaviour difficulties – that might need restraint 		
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	<p>and display spitting, biting etc. Leading to individual risk assessments</p> <ol style="list-style-type: none"> 2. Masks purchased if needed – N95 grade and instructions from PHE re cleaning – issued to individuals 3. Extra disposable aprons ordered 4. Extra gloves ordered 5. Some visors also ordered if needed 6. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk Note the Government guidance states “Wearing face coverings or face masks is not recommended” <p>In an emergency situation, members of staff adhere to strict hygiene rules and then sent home to change clothes etc.</p> <ol style="list-style-type: none"> 1. PPE in each room and training sheet issued to staff <p>Nappy changing and support with toileting and changing for children in the EYFS can still take place - adults should wear face coverings, aprons and gloves when doing this and all surfaces and mats must be cleaned after use. Windows/doors in changing areas will be open for ventilation.</p> <p><u>Other considerations</u></p> <p><u>No visitors without prior appointment</u></p> <ul style="list-style-type: none"> • Visitors to school by appointment only. • All visitors sent pre-visit guidance • All visitors to complete a track and trace form • Wellbeing check and hand washing routine carried out • There will be no social gatherings of school community • There will be no whole school assemblies 		
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	<ul style="list-style-type: none"> • There will be no face-to-face parent meetings (unless safeguarding) • There will be no face-to-face parent consultations 		
Where necessary, wear appropriate personal protective equipment (PPE)	<ol style="list-style-type: none"> 1. PPE used by staff if dealing with bodily fluids or intimate care 2. Masks, gloves and personal sanitizer available on arrival if visitors choose to use it and do not have their own 3. PPE used by staff if dealing with a suspected case 4. Separate areas allocated for each bubble for quarantine of pupils or staff with suspected symptoms 5. PPE in the staffroom accessible for all staff to access if needed for first aid or emergency intimate care. 6. Face coverings are not expected to be worn by pupils unless they choose to do so 7. Face coverings to be worn by staff in and sound the school and when working in close proximity of child 	<p>Ensure staff read guidance on wearing PPE</p> <p>Ensure PPE is stocked in each classroom</p>	
Engage with the NHS Test and Trace process	<p>School will 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>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. If a test has taken place the school will 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 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days. 		
Manage confirmed cases of coronavirus (COVID-19) amongst the school community	<p>1. Refer to five principles flow chart to follow procedures. https://www.gloucestershire.gov.uk/media/2098266/educational-and-childcare-settings-flowchart-v10.pdf (on staff room board and the Headteacher's office)</p>	Share guidance with parents on the return to school letter	

	<ol style="list-style-type: none"> 2. Arrange test https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-an-antigen-test-to-check-if-you-have-coronavirus/ 3. Refer to PHE (03003038162) 4. Refer to CCC Education and Early Years Settings: Covid-19 Quick Guide (Staffroom wall and KD's office) 5. Designated room/ space outside if weather is fine with ventilation and windows for any pupil exhibiting signs of Covid 6. PPE for staff dealing with pupils who have symptoms of Covid 7. In an emergency situation, members of staff adhere to strict hygiene rules and then sent home to change clothes etc. 8. PPE in each room and training sheet issued to staff <p>The school will 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.</p> <p>Close contact means:</p>	Ensure all staff are aware of guidance and procedures	
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	<ul style="list-style-type: none"> • 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) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <p>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. 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. 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 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 7-day isolation period. This is because 		
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	<p>they could still develop the coronavirus (COVID-19) within the remaining days.</p> <ul style="list-style-type: none"> 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 7-day isolation period). <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p> <ul style="list-style-type: none"> 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>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p>		
Contain any outbreak by following local health protection team advice	<ol style="list-style-type: none"> 1. Refer to five principles flow chart to follow procedures. https://www.gloucestershire.gov.uk/media/2098266/educational-and-childcare-settings-flowchart-v10.pdf (on the staffroom board and the Headteacher's office) 2. Children to sit in foyer with door open, member of staff outside 3. PPE should be worn for cleaning- minimum of gloves, face covering and apron 4. Use face mask if risk is high (Cleaning areas where there are bodily fluids) 5. All surfaces cleaned with germicidal spray 6. All frequently touched areas should be cleaned using disinfectant 7. Use disposable cloths/ mop heads 	Ask KM to move pre-school unit	

	<p>8. Use Milton</p> <p>9. Any Covid related waste should be double bagged (yellow bags) and stored for 72 hours.</p> <p>If the school has 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>		
2. School Operations			
Transport: <ul style="list-style-type: none"> • Dedicated school transport considerations • Wider school transport considerations 	<ul style="list-style-type: none"> • Pupils are allowed to go on the bus (in bubbles) • Taxi provision not shared except for siblings (pupils have been asked to wear masks) social distancing should be maximised within vehicles 		

	<ul style="list-style-type: none"> • children either sit with their 'bubble' on school transport, or with the same constant group of children each day • children should clean their hands before boarding transport and again on disembarking • additional cleaning of vehicles is put in place • organised queuing and boarding is put in place • through ventilation, fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents • There should be no sharing of transport that may cross bubbles • pupils travelling by taxi are to wear a mask 		
<p>Attendance:</p> <ul style="list-style-type: none"> • communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year 	<ol style="list-style-type: none"> 1. The school will promote the 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; 2. schools' responsibilities to record attendance and follow up absence; 3. the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct; 4. The school will engage with the EWO. <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, the school will be able to offer them access to remote education. Parents are required to support pupils with this learning and return learning feedback on a weekly basis to their class teacher.</p> <p>Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p>		

<ul style="list-style-type: none"> identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic 	<ol style="list-style-type: none"> Good communication with parents ensuring that they feel able to contact the school and discuss concerns Disadvantaged and vulnerable pupils have had regular contact throughout Parent Support adviser aware of specific families and concerns PA pupils known to school and will be monitored carefully The school's expectations for attendance made clear All parents have remained in contact via Google Classroom throughout the pandemic and pupils' work participation has been high 		
<ul style="list-style-type: none"> use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance 	<ol style="list-style-type: none"> Rigorous assessments at the start of the school year to identify gaps High quality intervention programmes to be purchased in order for pupils to catch up EWO SLA purchased Money used to employ a Parent Support Adviser 		
<ul style="list-style-type: none"> work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance 	<ol style="list-style-type: none"> Have liaised with identified pupils and their families throughout Usual attendance procedures adhered to 		
<p>School Workforce:</p> <ul style="list-style-type: none"> Clinically extremely vulnerable: School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or 	<ol style="list-style-type: none"> No identified extremely clinically vulnerable members of staff Procedures followed to work collaboratively with staff and Headteacher. <p>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that</p>		

<p>in roles in school where it is possible to maintain social distancing.</p> <ul style="list-style-type: none"> ● Above has changed - those who are clinically vulnerable can attend school/work ● If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate. 	<p>they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</p> <p>Where possible, school leaders will be flexible in how those members of staff and endeavour to deploy them where they are able to maintain social distancing as much as possible.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p> <p>Staff who are pregnant</p> <p>As a general principle, pregnant women are in the ‘clinically vulnerable’ category and are advised to follow the relevant guidance available for clinically-vulnerable people. An individual risk assessment will be made</p> <p>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</p> <p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.</p>		
<p>Supporting staff:</p> <ul style="list-style-type: none"> ● Trustees and school leaders should have regard to staff (including the headteacher) 	<ol style="list-style-type: none"> 1. Risk Assessment review, discussed and modified as a team 2. Risk Assessment placed on Google Drive and shared with all staff 	<p>The Education Support Partnership provides a</p>	

<p>work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</p>	<ol style="list-style-type: none"> 3. Paper copy given to all staff members including subcontractors 4. Dynamic RA with ongoing reviews including weekly agenda item for staff meetings 5. Planning meeting regarding return to school (Monday 13th July/ 5th January) to decide on priorities 6. The Roseland Multi Academy Trust will provide support for any staff member anxious about returning to work due to Covid-19 	<p>free helpline for school staff and targeted support for mental health and wellbeing.</p> <p>Leadership wellbeing support https://www.education-support.org.uk/helping-your-staff/school-leaders-wellbeing-pilot-service</p> <p>Free staff well-being support https://www.caph.org.uk/web/whole_school_wellbeing/493537</p>	
<p>Staff deployment:</p> <ul style="list-style-type: none"> ● Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals 	<p><u>Phonics</u></p> <ul style="list-style-type: none"> ● Effective teaching of phonics and mathematics will require the use of ‘bubbles within bubbles’, creating small ability-based phonics groups within a key stage bubble. <u>Phonics and maths will revert back to year group/ability teaching</u> ● Preschool phonics will take place in the preschool room. ● Staff and pupils will wash/sanitise their hands prior to joining their phonics group and after the session. ● Children will have two phonics sessions a day to support catch-up. Initially, only one of these will be with their phonics 		

	<p>ability bubble with the other being class-based, to reduce the number of times pupils need to be in sub-groups outside their class bubble.</p> <p><u>Maths</u></p> <ul style="list-style-type: none"> • Effective teaching of mathematics will require year group groupings • Staff and pupils will wash their hands prior to joining their mathematics group and after the session. 		
<p>Deploying support staff and accommodating visiting specialists</p> <ul style="list-style-type: none"> • 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. • When deploying support staff flexibly it is important that headteachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity 	<p>When working one-to-one/small groups:</p> <ul style="list-style-type: none"> • Interventions will take place in an identified area, where the member of support staff will maintain a distance from the pupils. • Pupils will bring all equipment they require with them to the intervention area. The area will be cleaned after each session, before pupils from another bubble use the area. Staff will wash their hands between each group. • Staff wash hands before and after working with a pupil • A space is identified for the intervention to take place, and set up with two separate desks placed a suitable distance apart • All equipment needed for the child is set up in the space before the start of the session • Staff go to the child's classroom, standing at the entrance to collect the pupil (not entering the classroom) • The child follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way • The intervention is provided at a distance 		

	<ul style="list-style-type: none"> After the child has returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another pupil 		
Recruitment <ul style="list-style-type: none"> Recruitment should continue as usual 	<ol style="list-style-type: none"> Size of panel kept to a minimum If face-to-face, maintain social distancing Reduce movement around the school to avoid contact Use as large a room as possible and well ventilated Clean interview room/resources between candidates Use as few pupils as possible 		
Supply teachers and other temporary or peripatetic teachers <ul style="list-style-type: none"> Schools can continue to engage supply teachers and other supply staff during this period 	<p>Supply teachers, peripatetic teachers, therapists and other specialists are permitted to move between schools. These teachers are advised to ensure they minimise contact and maintain as much distance as possible from other staff.</p> <ol style="list-style-type: none"> All temporary, peripatetic teachers, supply cover, student teachers and volunteers will be sent visitor guidelines and RA prior to visit Movement around the school will be minimised as much as possible Stringent hygiene rules apply (hand washing on arrival, between groups of pupils, classes and hand washing on departure) Social distancing to be maintained Small groups of no more than four children (except in preschool) Ventilated space All surfaces, if used, cleaned after use. 	Routines and expectation list to be created and shared	

<p>Expectation and deployment of ITT trainees https://www.gov.uk/government/publications/coronavirus-covid-19-initial-teacher-training-it/coronavirus-covid-19-initial-teacher-training-it</p> <ul style="list-style-type: none"> ● We strongly encourage schools to consider hosting ITT trainees 	<ol style="list-style-type: none"> 1. ITT students will have a copy of RA prior to attending school 2. There will be a normal induction process with an added Covid part 3. Students will be expected to follow all procedures as outlined 	<p>Routines list to be created and shared</p>	
<p>Staff taking leave</p> <ul style="list-style-type: none"> ● As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term ● Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home 	<ol style="list-style-type: none"> 1. Headteacher to request that staff inform the school of any holidays that are taking place abroad in the 2 weeks before return. 2. Holiday destinations and quarantine rules will be checked by the Headteacher. 	<p>KD to ascertain where staff are going on holiday</p>	
<p>Other support</p> <ul style="list-style-type: none"> ● Volunteers may be used to support the work of the school, as would usually be the case 	<ol style="list-style-type: none"> 1. All volunteers will be sent guidelines and RA prior to visit 2. Movement around the school and within groups will be minimised as much as possible and logged. 3. Stringent hygiene rules apply (hand washing on arrival, between groups of pupils, classes and hand washing on departure) 	<p>Routines and expectation list to be created and shared</p> <p>KD to create expectations</p>	

	4. Social distancing guidance of 1 metre plus must be conformed to		
Safeguarding <ul style="list-style-type: none"> Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. 	<ol style="list-style-type: none"> Usual safeguarding procedures apply (My Concern, ongoing agenda item) Headteacher will default to phone/email checks should there be a school closure. (See home learning strategy for additional information) There will be a daily check in for all pupils, this is communicated to parents. For those who do not check, there will be a follow up call. A list will be drawn up of pupils for whom teachers and the head believe will benefit from frequent contact Please refer to safeguarding addendum updated in January 2021 <p>(See safeguarding addendum on school website)</p>		
Catering <ul style="list-style-type: none"> We expect that kitchens will be fully open from the start of the autumn term School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19) 	<ol style="list-style-type: none"> RA shared with kitchen staff Own providers to carry out their own risk assessment and staff training with a focus on rigorous hygiene measures and handwashing Preschool and Wrap-around-care staff have completed Food Safety and Infection Control training to provide snacks. Staggered lunchtimes (EYFS, Key Stage 1 and Key Stage 2) and two sittings Tables to be wiped down in between sittings (TAs) Reduced amounts of pupils on each table (3) (4 in preschool) 		

	<ol style="list-style-type: none"> 7. Packed lunches in Key Stage 2 to be eaten in own class 8. Stringent hand washing procedures before and after eating 9. Pupils to go up and collect dinner one table at a time – social distancing 		
Estates <ul style="list-style-type: none"> • We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school • It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe • Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak. 	<ol style="list-style-type: none"> 1. MAT site team to maintain checks prior to opening 2. All doors wedged back (where appropriate and safe to do so) to prevent handling 3. PE to take place outside as much as possible 4. All gates to be wedged back to prevent handling (where appropriate and safe to do so) 5. Playtimes to be outside as much as possible 6. Fountains covered to prevent pupils sharing 7. Fountains run once a week to prevent legionnaires 8. Windows in classes to remain open for ventilation 9. Fire doors should be kept open – weighing up the risks against a fire and Covid, the risk of Covid is far greater at present but this will be regularly reviewed (fire doors close automatically in the event of a fire). 10. Entrances to toilets should be propped open providing pupils cannot be seen (especially relevant to urinals) 	<p>Ask site</p> <p>Check</p>	
Educational visits <ul style="list-style-type: none"> • We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings. • In the autumn term, schools can resume non-overnight domestic educational visits 	<ol style="list-style-type: none"> 1. Trips can go ahead but transportation and venues must be separately risk assessed 2. Local area trips to open spaces a first option 3. Residentials can resume 4. Home visits will not take place for EYFS pupils these will take place online 	KD to Risk Assess transportation in mini buses and cars	

<ul style="list-style-type: none"> As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits. 			
School uniform <ul style="list-style-type: none"> It is for the trustees of a school to make decisions regarding school uniform. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures 	<ol style="list-style-type: none"> Uniform should be worn Parents advised to wash daily where possible Coats and bags to be kept on own peg PE Kit should be worn but no borrowing allowed <p>An addendum has been added to existing behaviour policy and all parents referred to it on the school website.</p>	Share expectations with parents in return to school letter	
Extra-curricular provision <ul style="list-style-type: none"> Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term Schools can consult the guidance produced for summer holiday childcare, available 	<ol style="list-style-type: none"> Clubs can resume Clubs should operate on a social distancing or outside principle wherever possible <p><u>Breakfast Club and Wrap around care</u></p> <ol style="list-style-type: none"> WAC and pupils will resume in the children's centre. 	KD to collate WAC responses	

at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible.	2. There will be no key stage bubble		
3. Curriculum, behaviour and pastoral support			
<p>The key principles that underpin 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	<p>Tregony has continued to provide a broad and balanced curriculum over the Summer term, whether remotely through Google Classroom or Face to Face from June 1st.</p> <p>During the Autumn term we will continue with our planned curriculum. Opportunities for reinforcing routine and learning behaviours will be taken. Teachers' expectations will remain high. Pupils will be assessed and gaps in learning identified. Where necessary, additional lessons and interventions will be planned. There will be a strong focus on basic skills for pupils in Key Stage 1 and in year 3. Pupils in Year 3 will continue with phonics provision if needed.</p>	Planning meeting with teachers on Monday 13 th July	
Aim to return to the school's normal curriculum in all subjects.	We hope to resume all additional enhancements to our curriculum by the Summer term.	Ongoing review of teaching, learning,	

		pupil progress and planning	
Plan on the basis of the educational needs of pupils	We will continue to plan for those with SEND as we always do. We will be rigorous and systematic in identifying gaps in pupils' learning and will plan for this accordingly.	Assessments early on in new school year	
Develop remote education so that it is integrated into school curriculum planning	<ol style="list-style-type: none"> 1. Google Classroom in place for all pupils 2. Information booklet and help sheet created for Google Classroom 3. All pupils to be reminded and trained in its use in early September (should the school be closed down) 4. Staff expectations of online learning have been created 5. Please see the Remote Learning Policy. Pupils will have a minimum of 3 hours a day of work set in Key Stage 1 and 4 in Key Stage 2. Teachers will provide ongoing feedback throughout the school day. 6. There will be two Google Meets a week for each class 7. Teachers are developing the work set by providing voice recordings and videos to model new concepts and learning. 	All new pupils both reception and in-year admissions to be set up with a Google account	
For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including	<p>School leaders and teachers to create a catch up action plan INSET on first day – planning recovery curriculum priority (held in hall and socially distanced)</p> <p>All teacher completed online CPD regarding closing gaps in maths</p>	KD to seek reading material around a recovery curriculum and disseminate to teaching staff	

sciences, humanities, the arts, PE/sport, RE and RHE.			
Physical activity in schools <ul style="list-style-type: none"> 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. Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures 	<ul style="list-style-type: none"> Children will remain in their classes for PE. Pupils will change for P.E at their desks, changing rooms not to be used(unless individual circumstances apply) The school is still intending to use specialist coaches for enhancing PE provision and risk assessments and hygiene will be observed. Hands will be washed before and after lessons Equipment will not be shared between groups, it will be cleaned after use or quarantined for the required time Contact sport will be avoided. These groups will be kept consistent Where possible, PE should be held outside Minimise contact between pupils, group work of no more than 6 	<p>Await information and guidance about swimming</p> <p>PE lead to upskill and inform staff</p>	
Music/singing in schools When planning music provision, schools should consider additional specific safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a	<ul style="list-style-type: none"> Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player. Rooms must be well ventilated when singing Avoid shared equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets. 		

confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections.	<ul style="list-style-type: none"> • If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, • Limit handling of music scores, parts and scripts to the individual using them. 		
Catch-up support <ul style="list-style-type: none"> • Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, we strongly encourage schools to spend this funding on catch-up support to address their individual needs. 	Student Achievement Plans created early in the new school year	KD to share EEF guidance with SENDCO and teachers	
Pupil wellbeing and support <ul style="list-style-type: none"> • The Department for Education, Public Health England and NHS England are hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards - see DfE - Supporting pupil and student mental wellbeing for further details. • The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the events page of the SEND Gateway. • DfE has also published the first of the relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom 			
Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:	We are a small school and pride ourselves on knowing our pupils and their families well. All staff will be mindful that some children have not had the usual transition experiences during the summer term and	Staff monitoring of pupils wellbeing	

<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 (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing 	<p>build in opportunities for this within the timetabled day in the first half of term.</p>	<p>Agenda item for weekly staff meeting and whole staff briefing</p>	
<p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.</p>	<p>All staff are TIS trained and one member of staff has trained in emotional first aid during this period. They will advise and guide staff on how to manage those who are struggling.</p> <p>We will utilise our Parent Support Adviser where necessary to support pupils and their families</p> <p>Pupil well-being is an item on our weekly staff meeting agenda and while staff briefings. Staff will continue to share and communicate concerns of pupil wellbeing and address accordingly in liaison with parent/carers as is our usual practice.</p> <ul style="list-style-type: none"> • Parental consultations will not be able to happen face to face during Autumn Term. Instead the termly written report will be sent home to all parents indicating not only academic standards but commenting on the child's wellbeing within class. Parents will have the opportunity for a telephone consultation with the class teacher. • High levels of communication between class teachers and parents 	<p>Arrange a meeting with PSA early on in term</p> <p>Weekly staff meeting agenda item</p>	
<p>Schools should consider how they are working with school nursing services to support the</p>			

health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school			
Behaviour expectations <ul style="list-style-type: none"> Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. 	Behavioural policy updated in June to reflect respecting guidelines to ensure everyone's safety during Covid 19. This is shared with parents on the school website.	Refer all parents/carers to addendum on school website	
4. Assessment and accountability			
Primary assessment Statutory primary assessments will take place in summer 2022. This includes; <ul style="list-style-type: none"> The phonics screening check (Last year's Year1 cohort will be tested on the Autumn Term) key stage 1 tests and teacher assessment the Year 4 multiplication tables check key stage 2 tests and teacher assessment statutory trialling 			

5. Contingency planning to provide continuity of education in the case of a local outbreak

Contingency plans for outbreaks

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education

Remote education support

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

Curriculum will continue through Google Classroom with email access to class teachers. This will follow the same routine which has been in place for those pupil distance learning since March.

If online access is challenging for parents and pupils then book work and paper resources will be provided.

<p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> ● set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects ● teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject ● provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos ● gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work ● enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding ● plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers 	<p>Curriculum will continue through Google Classroom with email access to class teachers. This will follow the same routine which has been in place for those pupil distance learning since March.</p> <p>Please see the Remote Learning Policy. Pupils will expect frequent feedback throughout each school day. Teachers will enhance lessons by providing voice over and visual instructions to support the learning of new concepts. There will be a weekly timetable for each class on each class page. Key stage 1 pupils will have a minimum of 3 hours of work each day and Key Stage 2 will receive 4 hours.</p> <p>SAPs will be sent home to SEND pupils via Google forms and an online meeting arranged.</p>		
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We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.	Curriculum will continue through Google Classroom with email access to class teachers. This will follow the same routine which has been in place for those pupil distance learning since March.		