



# Heckington St. Andrew's C of E Primary School

## September re-opening Plan

### Section 2: School Operations

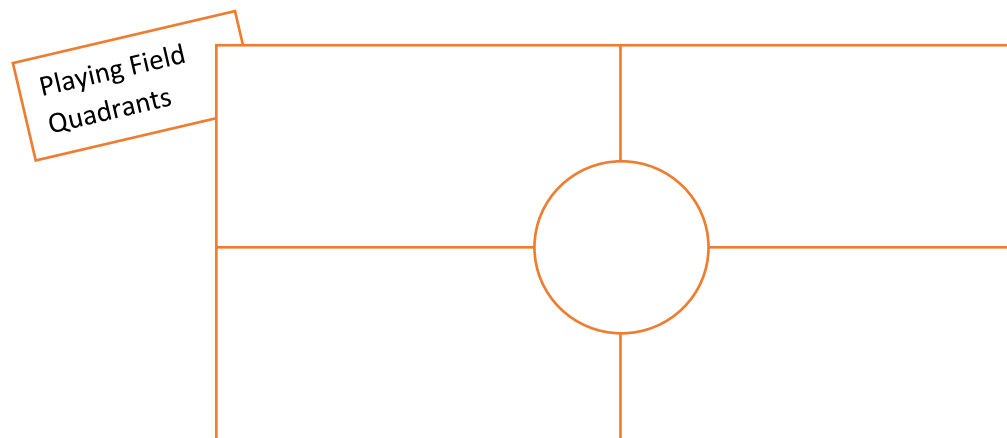
Aspect of school	Action
<p><b>Transport</b></p> <p>There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"><li>by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only</li><li>by public transport services, we mean routes, which are also used by the general public.</li></ul>	<p><b>Dedicated school transport</b></p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport. Therefore, school trips using coaches can still occur as long as the children travel in their consistent bubbles.</p> <p>If children are travelling via coach to a trip, for example, they are expected to adhere to the systems of control still i.e. good hand hygiene and distancing where possible.</p> <p>School will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.</p> <p><b>Wider public transport</b></p> <p>Children should not attend trips or visits if they are required to use public transport to get there. This seems like an unnecessary risk for Heckington St. Andrew's Primary to instigate.</p>
<p><b>Attendance</b></p> <p>Now the circumstances have changed, and it is vital for all children to return to school to minimise as far as</p>	<p><b>Attendance expectations</b></p> <p>School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.</p> <p>School will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as we did pre-COVID and any absence will be followed up.</p>

<p>possible the longer-term impact of the pandemic on children’s education, wellbeing and wider development.</p> <p>School attendance will therefore be mandatory again from the beginning of the autumn term.</p>	<p>Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authority’s code of conduct).</p> <p><b><i>Pupils who are shielding or self-isolating</i></b></p> <p>If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. Heckington St. Andrew’s Primary School will support those parents through dialogue with the school nurse team so that appropriate advice can be offered, and leeway afforded.</p> <p>Where children cannot attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p><b><i>Pupils and families who are anxious about return to school</i></b></p> <p>If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance – this could be via a Teams/Zoom meeting.</p>
<p><b><i>School Workforce</i></b></p>	<p><b><i>Staff who are clinically vulnerable or extremely clinically vulnerable</i></b></p> <p>Heckington St. Andrew’s Primary School has planned to follow the full measures within the guidance; therefore most staff will return to the workplace as normal.</p> <p>Those members of staff that received a letter to say that they were extremely vulnerable and advising them to shield can also return as normal given that shielding comes to a close on 1<sup>st</sup> August. However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.</p> <p><b><i>Deploying support staff and accommodating visiting specialists</i></b></p> <p>As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason.</p> <p><b><i>Supply teachers and other temporary or peripatetic teachers</i></b></p> <p>Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing.</p> <p>Likewise, Carres sports coaches and music tutors will be permitted to teach various groups of children assuming that they are able to follow stringent distancing also. These will need to be consistent people, not changing week-to-week.</p> <p><b><i>Staff taking leave</i></b></p> <p>The government has set a requirement that people returning from some countries will be required to quarantine for 14 days.</p>

	<p>Where staff are required to quarantine after returning from holidays, they need to understand that any period of absence is not authorised given that they are knowingly becoming absent from work. No home-working role is available to those adults therefore staff would be determined as being absent without pay.</p>
<b>Safeguarding</b>	<p>All existing pre-COVID safeguarding measures will return as normal, however SLT will need to consider where additional time to 'catch-up' with those children is needed and what additional pastoral support as a result of prolonged absence from school (e.g. ELSA or CASY counselling/play therapy).</p>
<b>Catering</b>	<p>The expectation is that the Willoughby Foods will be fully open in Autumn term. Whilst policy and practices continue to embed, we will only serve grab bags as a school meal option for the first few weeks of term with a view to review this and extend to hot meals. School is negotiating what exactly can be offered.</p> <p>Grab bags need to take in to account dietary requirements as Willoughby Foods normally would.</p>
<b>Lunch and break times</b>	<p>Midday supervisors will continue to support the supervision of lunchtimes, but they will be allocated to class bubbles that cannot mix.</p> <p>A rota will be drawn up to ensure that only members of staff within appropriate bubbles supervise their bubbles at break times. The playground/field will be split into zones and allocated to bubbles to avoid any cross-contamination.</p> <p><b>Break Times</b></p> <p>Year 3 – 6 will each take a quadrant on the school field with two members of staff supervising from the central circle. This circle will be an “isolation” zone to allow children to enter if they need to talk to a member of staff. KS1 will be on the playground in two zones (playground and cage area) and supervised by two members of staff. EYFS will take their break when suits them initially so that they can learn to remain in a quadrant.</p> <p><b>Lunch Time</b></p> <p>Lunch times will be staggered as follows:</p> <p>12.00 – 12.20:</p> <ul style="list-style-type: none"> <li>• Reception, Year 1 and Year 2 will eat in the hall (socially distanced in their class bubbles) with Mrs Cosgrove/Mrs Hutchings</li> <li>• Key Stage 2 on quadrants on the field with Mrs O’Sullivan/Mrs Varney</li> </ul> <p>12.20 – 12.40:</p> <ul style="list-style-type: none"> <li>• Year 3 and Year 4 eat in the hall (socially distanced in bubbles) with Mrs O’Sullivan</li> <li>• EYFS will go onto the playground with Mrs Hutchings</li> <li>• KS1 will take the two quadrants vacated by Years 3/4 with Mrs Cosgrove</li> <li>• Years 5/6 will remain in their two quadrants on the field with Mrs Varney</li> </ul> <p>12.40 – 1.00:</p>

- Year 5 and Year 6 eat in the hall (socially distanced in bubbles) with Mrs Varney
- Years 3 and 4 replace Years 5/6 on the field in their quadrants with Mrs O’Sullivan
- KS1 and Reception remain where they are

The tables in the hall will need to be cleaned after use. There will be a one-way system in operation during lunchtime to ensure social distancing between class bubbles. **All classes** will enter the hall through the KS2 playground and exit via the KS1 doors onto the field.



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

Whilst children are outside, members of staff are to have their lunch. This can continue into the afternoon lesson time to ensure all are well-rested i.e. the teacher will deliver the start of the afternoon without support staff (or the other way around) so that everyone can have sufficient time if there are not enough midday supervisors to support. Staff may go home for lunch assuming someone is supervising the children appropriately during that time. A huge range of games can be found in the document “Outdoor Games and Activities”.

**Educational Visits**

There will be no overnight school trips in the autumn term, as per DfE instructions regarding overnight school trips. This will be reviewed regularly in terms of our annual visit to Hilltop in March.

School trips are permitted to resume however, the risk of compromising the integrity of bubbles by mixing with other schools attending venues or using coaches that have also been used by other schools, does not seem conducive with guidance.

**Wraparound care**

Wraparound care is permitted to commence, and this is run by Woodside Nursery at The Pavilion.

## Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
<p><b>Curriculum expectations</b> The key principles that underpin government advice on curriculum planning are:</p> <p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and</p>	<p>Heckington St. Andrew’s Primary School will not have a ‘recovery curriculum’. We will instead apply our curriculum model in its fullest and identify gaps in core learning that need to be negated over a period of time, with additional intervention for those year groups that have less time to ‘catch-up’. However, we will have a period of adjustment in September.</p> <p>During this period, children will be reminded of all of their hard work during the previous year and we will ‘reset’ the expectations so that children know that we are expecting of them on their return to school i.e. great learning behaviours, 5Rs, etc.</p> <p>A tiered document that outlines the September plan will be produced and shared so that all parties are aware of the focus in the returning month. Tier 1 will focus on the universal messages that we need to re-establish, tier 2 will share enhanced measures of procedures already in place, and tier 3 will outline targeted support and specialist intervention.</p> <p>We will return to the normal teaching of all subjects in the autumn term</p> <p>Formative assessment will be used to a greater extent so that teachers can tailor the learning for pupils. We will undertake a baseline in September where pupils will take the Summer Term NFER assessments (Year 3 will undertake the Y3 Autumn Term NFER assessments). This will enable us to do a full gap analysis, which can then feed into planning. Additionally, pupils will undertake the star maths and reading assessments each half term, which will provide a personalised gap analysis and next steps to again inform planning.</p> <p>Remote education will become a focus in the sense that it will become integrated into the school curriculum. Class teachers will retain the use of Seesaw and upload information to maintain contact and links with parents. Oak National Academy lessons will be used periodically throughout the curriculum and for homework so that children are comfortable with the content and format in readiness to reverting to that way of working should local lockdowns or a national lockdown be imposed.</p>

<p>other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	
<p><b><i>Specific points for early years foundation stage (EYFS) to key stage 3</i></b></p>	<p>For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</p> <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</p>
<p><b><i>Music</i></b></p>	<p>Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing should not happen in groups of more than 15 and when it does take place; children need to be side-by-side and not facing one another. This has implications for our music curriculum and adjustments will need to be made.</p>
<p><b><i>Physical activity in schools</i></b></p>	<p>PE lessons are still to take place. Where possible, they are to take place outside as transmission of the disease is reduced in the outdoors.</p> <p>The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p> <p>Contact sports are to be avoided.</p> <p>External coaches can still be used to deliver PE sessions as long as they also follow the protective measures.</p> <p>Children to come into school in their PE kit on their PE day(s); this will minimise changing and storing of PE kits in school and will mean that they can be washed regularly in between use.</p>

<b>Pastoral support</b>	<p>The pastoral team will ensure that appropriate materials are on hand to support children’s wellbeing. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Where issues arise, JB or KL are to be informed so that specific interventions can take place. Staff members or external providers (CASY/play therapist) will need to ensure that she distances appropriately during meetings (outside preferably) given that they will be required to work across bubbles.</p>
<b>Behaviour expectations</b>	<p>The current approved behaviour policy coronavirus amendment will still apply.</p> <p>At the start of the autumn term, expectations of behaviour will be revisited and the school’s values of ‘respect, resilience, relationships, responsibility and reverence.’ will be widely discussed so that the ethos of the school does not change. The climate and culture need to remain one of high expectations and respect for one another.</p>

## Section 4: Assessment and accountability

Aspect of school	Action
<b>Primary Assessment</b>	<p>All statutory assessments (other than the Reception Baseline) will take place in the academic year 20/21 in accordance with the usual timetables. The tests are as follows:</p> <ul style="list-style-type: none"> <li>• the phonics screening check</li> <li>• key stage 1 tests and teacher assessment</li> <li>• the year 4 multiplication tables check</li> <li>• key stage 2 tests and teacher assessment</li> <li>• statutory trialling</li> </ul> <p>Heckington St. Andrew’s Primary will prepare for these tests in the same manner as has been done in previous years.</p>

## Section 5: Contingency planning for outbreaks

Aspect of school	Action
<b>A local outbreak</b>	<p>If school is made aware of a local outbreak, the PHE health protection team or the local authority may advise school to close. Preparations will be made by way of a contingency plan so that learning can still continue, and the community can remain safe.</p>

**Remote education support**

Heckington St. Andrew's Primary School needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown.

Our immediate response will be the following:

- Children are to take home any stationery that they may require in order to complete home learning along with an exercise books in which they can record all home learning.
- Adults will share lessons via Seesaw, often in reference to Oak National Academy lessons that are tailored for every objective in the primary curriculum (EYFS coming soon).
- Teachers will then be able to meet with children that require additional support through Zoom. Those children not requiring support to complete work will not be required to log on for Zoom meeting.
- Children will be able to take photos of their learning and upload to Seesaw so that teachers can monitor progress and offer supportive feedback if appropriate.

Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning. More detail on Oak National Academy can be found here (<https://www.thenational.academy/information-for-teachers>).

Where children cannot access the internet, children will receive home-learning packs (paper-based) to complete. However, efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household. The existing devices will be re-distributed to those eligible families.

The principles for delivery will be as follows:

- Children will receive learning opportunities for a range of subjects each day
- Learning will be sequenced as per our current curriculum model
- High quality explanations will be made by the teacher using video links from school or through curriculum resources such as Oak National Academy
- Work will be checked through uploads to Seesaw
- Teachers will be available via Seesaw and/or Zoom so that they can further tailor the learning as a result of feedback. Often this will be after the Oak National Academy lesson has been completed.
- Lessons will be of the equivalent length of a normal school day.
- Oak National content that specialises in SEND will be offered accordingly, alongside packages made available through the learning support team.

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