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**St. Luke’s CE Primary School**

**8th March 2021 Returning to School Protocol and Procedures**

**Covid – 19 Risk Assessment Addendum**

In line with the Department for Education’s instruction, all pupils, in all year groups, will return to school full-time on the 8th March 2021.

Our planning is underpinned by the Department for Education’s advice on effective infection protection and control which states the following:

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below.

These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

1. a requirement that people who are ill stay at home
2. robust hand and respiratory hygiene
3. enhanced cleaning arrangements
4. active engagement with NHS Test and Trace
5. formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school’s circumstances and will (as much as possible) include:

* grouping children together
* avoiding contact between groups
* arranging classrooms with forward facing desks
* staff maintaining distance from pupils and other staff as much as possible”

Many of the protocols and procedures that were implemented during the Autumn term will remain the same in the Spring term.

All protocol and procedures are aligned to the School Risk Assessment that has been approved by The Governing Board, Local Authority and Public health. It is a legal requirement to review and update the previous risk assessment.

“The following plan outlines relevant detail from the government’s guidance with further detail about how St. Luke’s CE Primary School will adopt measures and ensure compliance to the statutory elements within. The aim of this plan is to minimise the risks, whilst acknowledging that we can’t negate them entirely.”

*All elements of the system of controls are essential. All schools must cover them all, but the way different schools implement some of the requirements will differ based on their individual circumstances…The system of controls provides a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks.*

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

**System of controls** This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.

***Prevention****:*

1. minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, **do not attend school**
2. clean hands thoroughly more often than usual, by hand washing and where appropriate the use of sanitisers
3. ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
4. introduce enhanced cleaning, including cleaning frequently touched surfaces often, using products outlined within the current Risk Assessment.
5. minimise contact between individuals and maintain social distancing wherever possible
6. where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time. Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances. Number 6 applies in specific circumstances where there are suspected Covid symptoms.

***Response to any infection:***

1. engage with the NHS Test and Trace process
2. manage confirmed cases of coronavirus (COVID-19) amongst the school community
3. contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.”

 Numbers 7-9 above may require school to share pupil/parent contact information with public health officials. This sharing of information is permissible under current law and is in line with data protection guidance covering schools.

**Section 1: public health advice to minimise coronavirus (Covid-19) risks.**

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| **Systems of control Action**  |
| ***Prevention***  **1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-****19) symptoms, or who have someone in their household who does, do not attend school**  |   If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 7 days, **they are not to attend school**. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again. If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.  If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space (Y2 spare classroom) where they can be monitored and supported until they are collected by their parents or carers. The room that the child utilised will be immediately cleaned in line with the risk assessment.  In terms of PPE, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace.  There will also be a designated toilet assigned to children who fall ill (disabled toilet in the shared area). Once the child is collected, both areas (waiting and toilet if used) will be thoroughly cleaned.  The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 14 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.  If a parent refuses to have their child tested, this will count as a positive result and the bubble will close.  **Cases of COVID-19 should be reported to the Covid19 inbox.**   |
| ***Prevention*** **2. Clean hands thoroughly more often than usual.**  |   Adults and children are to wash/ sanitise their hands on the following occasions: - Entry to school * Before/after break times
* Before lunch
* When they change rooms
* Before leaving school
* Anytime that they visit the toilet or cough/sneeze in to their hands.

 Additional hand sanitisers dispensers have been purchased and are stationed at appropriate points in school and in classrooms.  Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands. Hand hygiene protocols are to be re-visited at the start of the year during when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of our culture and behaviour expectations.  |

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| ***Prevention*** **3. Ensure good respiratory hygiene by promoting the** **‘catch it, bin it, kill it’ approach.** |   At the start pf the academic year, children will be reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown appropriately labelled bin and their hands must be cleaned afterwards.  Where pupils struggle to maintain as good respiratory hygiene as their peers they will need an individual risk assessment to ensure measures can be put in place to reduce the risks.   |
| ***Prevention*** **4.Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach** |   At various intervals (as per the cleaning schedule), adults will disinfect and clean tables, door handles and equipment. Children will each have their own labelled resource pack containing regularly used classroom resources. Where possible, year group bubbles will have their own resources. Resources that need to be more widely shared, will be cleaned appropriately between uses or left 72 hours between use. There is a rota in place for the use of ipads and laptops.  Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. From September, there will be a limit of 2 children per class allowed to the toilet at any point. Where possible staff should accompany children to the toilet blocks. Cleaning guidelines are to be followed at all times. [(https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcaresettings/covid-19-decontamination-in-non-healthcare-settings)](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings). This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.  |
| ***Prevention*** 1. **Minimise contact between individuals and maintain social distancing wherever possible.**
 |   The purpose of class group bubbles is to minimise contacts and mixing between people, reducing the transmission of coronavirus. St. Luke’s will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible. **Grouping the Children** There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Class bubbles provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result.  The DfE guidance reads as follows:  *“Maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.”* In order for school to offer a curriculum that is best-placed to support ‘catch-up’, St. Luke’s CE Primary will operate class bubbles. |

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|  | We can deploy staff internally to cover PPA and PE effectively.  Within the government guidance, it recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. This has implications for NHS Test and Trace should there be the need to contact parents of children as a result of a positive case. The guidance also advises that siblings may be in different groups and encourages schools to use measures as best they can as it will still reduce the network of possible direct transmission.  All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum if necessary.  **Measures within the classroom**  Adults are to encourage children to maintain a distance between one another whilst inside and reduce the amount of time that they are in face-to-face contact with one another. Where circumstances allow, adults are to try to distance from children and one another. Measures staff could use include: * Adults standing rather than kneeling/sitting next to a pupil when working with them (i.e. providing feedback).
* When providing written feedback, adults may want to use a clipboard rather than the table to support this – marking above a child rather than face-face.
* The use of a visualiser is recommended to share work with the whole class.
* Sitting shoulder – shoulder with a pupil rather than face on. (i.e. when listening to readers / intervention groups)

 Children with additional needs should receive as much support as normal but adults are to be extra vigilant and mindful of their face-to-face time with the children and reduce this where possible.  Classrooms need to be adapted to support distancing where possible. A no-go zone at the front of class will be implemented in Y1-6. In Y2-Y6 tables should face the front and children should sit side-byside, not facing one another nor side on. For the Foundation Stage and Year 1 classrooms will have a little more flexibility with tables and it is recognise that some activities will require ‘carpet time’.  **Measures elsewhere** There will be no whole-school events where children and adults are required to congregate. Assemblies will be limited to class assemblies. Children are not to sing during assembly. Daily collective worship in classes will continue as defined in DfE Circular 1/94. It should also be noted it is unlikely that Harvest festivals and Christmas productions will take place this academic year.  Allocated staff rooms for year groups have been provided and staff sure ensure they clean the area after use and maintain a 2m distance from others. Pupils will not be required to go to the school offices. All messages can be sent electronically or by telephone to the office. Members of SLT will come to classrooms periodically throughout the day.**Measures for arriving at and leaving school (inc break/lunch times)** As part of the protective measures, we will need to stagger and adjust start and finish school times. This helps keep groups apart on the way to and from school and as pupils arrive, and leave the premises. This will not result in reduced teaching time for your child, as the time will be compensated for where necessary. These staggered times must be strictly adhered to. Parents must not congregate at the ‘drop-off’ point, they must instead arrive on time and then depart.  When dropping off and picking up parents will be requested to socially distance. We ask that only one adult collects their child/children and if you have younger children we ask that they hold your hand or remain in prams/buggies. If you have more than one child in your family you can drop them off and collect at the same time; please use the earlier sibling time slot. For example, if you have children in Y6 and Y3 please arrive at school for 8.45am and collect at 3.00pm. Please drop off and collect each child from their own classroom doors.**YR Bluebells and Snowdrops –** Enter though main office gate and children to go through the Reception Shelter entrance to enter classrooms. **Start of the school day: 9.00am End of the school day: 3.10pm****Y1 Willow and Oak –** Enter through large pupil gate and exit via small pupil gate. Year 1 to enter school though Year 1 classrooms doors which are off the front playground.**Start of the school day: 8.45am End of the school day: 3pm****Year 2 Ash -** Enter through large pupil gate and exit via small pupil gate. Year 2 children to enter school through the side door behind the Year 1 classrooms.**Start of the school day: 8.55am End of the school day: 3.10pm****Year 3 Birch and Cedar -** Enter through large pupil gate and exit via small pupil gate. Cedar to walk around the back of the new build and enter through the 4th door into their classroom. Birch to walk around the back of the new build and enter their classroom door through the double doors off the back playground.**Start of the school day: 9.05am End of the school day: 3.20pm****Year 4 Maple and Hawthorn -** Enter through large pupil gate and exit via small pupil gate. Maple to enter through the first classroom door of the new build. Hawthorn to walk around the back of the new build and enter via the 3rd classroom door. **Start of the school day: 9.15am End of the school day: 3.30pm****Year 5 Pine and Juniper -** Enter through large pupil gate and exit via small pupil gate. Juniper to enter through the 2nd classroom door on the front of the new build. Pine to walk around the back of the new build and enter via the 2nd classroom door. **Start of the school day: 8.55am End of the school day: 3.10pm****Year 6 Sycamore -** Enter through large pupil gate and exit via small pupil gate. Sycamore to walk around the back of the new build and enter via the 1st classroom door.**Start of the school day: 8.45am until 3.00pm****Teachers will not be available to speak to unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact teachers through the school office if they have queries about the day or they require an appointment.**  ***The DfE guidance states that coming into the site without an appointment is not allowed.*** **Cash**We operate a cashless system in school and all Dinner Monies are paid to Dolce directly. Before and after school club payments are made via ParentMail. Parents can obviously still call and receive support over the phone, video conferencing or via email. |

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|  | **Other considerations**  Supply teachers will only be used as a last resort and when possible will be booked in week blocks. Likewise specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of school procedures and they must adhere to them. Social workers responding to emergency CP disclosures can work with children on site.  Where contractors can attend outside of school hours they should. If that is not possible, they should follow all procedures as determined by school.  A record of all visitors must be kept to support NHS Test and Trace.  In terms of classroom resources, for regularly used stationery, children will all have their own individual set that is not to be shared. Other classroom resources like books and games can be used within the year group bubble but should be cleaned following use. Books taken home will be ‘isolated’ for 72 hours before being put back into circulation. A collection of relevant age appropriate reading books will be kept in classrooms rather than the school library. Teachers can take pupil books home to mark where necessary. Shared resources, like art/science equipment should be meticulously cleaned between use or rotated to allow 72 hours between use to ensure they are safe.  Games that encourage distancing and little touch need to be made available to the children. Games boxes are to be kept in each classroom to be used at break and lunch times. Large outdoor equipment will be used on a weekly rota (e.g. rota web, outdoor gym). After playtimes, children should wash or sanitise their hands before re entering the classroom.  The only items pupils can bring into school are:St. Luke’s book bagLabelled water bottle which is to be taken home each day and washed.Labelled packed lunch bag/box There can be no ‘show and tell’. However, children can now take books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours before being used by another child. Pupils will resume wearing school uniform. This does not have to be washed/changed each day. Outdoor PE Kits will be worn to school by children in YR-6 on days that their class has PE.   |
| ***Prevention*** **6. Where necessary, wear appropriate personal protective equipment (PPE).** |   Full PPE should be used; where an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support).  The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:  * Face masks
* Aprons
* Gloves
* Face shields

 Children need to know that some adults might be wearing PPE and that it is ‘ok’.   |
| ***Response to any infection*** **7. Engage with NHS Test and Trace.**  |   Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.  |
|  |  They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the ‘stay at home’ regulations.  Anyone who displays symptoms of coronavirus can and should get a test following the flowchart response.  If school thinks that the family of the symptomatic child/adult is unlikely to book a test appropriately, we will provide a home testing kit. We should receive these before the start of the autumn term and they will be stored in the school office. Given the potential low numbers of kits, they will only be issued with the agreement of SLT. Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.  If the test result is negative, the child can return to school assuming they would do so under normal circumstances.  If the test result is positive, the child and family need to follow the ‘stay at home’ guidelines. Refusal to have a child tested will be treated as a ‘positive’ result and the year group bubble will, as a result, close for 1o days. School will follow the advice in place from the government.  |
| Lateral Flow Testing | **Staff**All school staff will be provided with LFT kits. Staff to test twice per week. Kits to be collected from the front office as needed. All results to be reported to NHS (positive or negative). **Parents****Home testing kits available for people in contact with school children** As part of the government’s roll out of regular testing to support the return to school for all pupils, testing packs for those in regular, sustained contact with school children are now available for collection from the following testing centre locations in the borough:* **Rochdale**- in the car park at Rochdale Leisure Centre, Entwisle Road, Rochdale OL16 2HZ.
* **Middleton**- in the marquee on the Market Place Car Park next to Middleton Arena, Old Hall Street, Middleton M24 1AG.
* **Heywood**- Heywood Civic Centre, LCpl Stephen Shaw MC Way, Heywood OL10 1LW.

They can be collected any day 13:30 – 19:00, no booking required. The intention is that more locations are going to be added and we will share details of this once they are known.The packs contain 7 tests for use at home and it is recommended that parents are tested at least twice a week.  Any individual who has sustained contact with school children is eligible for these packs, that includes:* Households of school children
* Members of support bubbles
* Childcare providers
* Those in related occupations where they come into sustained contact with school children

Parents can still attend regular FAST Testing at one of our many sites across the borough if you do not wish to take up the home testing offer. Find out more at [rochdale.gov.uk/FastTesting](http://www.rochdale.gov.uk/FastTesting) Regular testing is still really important as we continue to live with Covid-19 and the vaccine is being rolled out.If anyone has symptoms they must still book on to a PCR test by dialling 119 or visiting [gov.uk/get-coronavirus-test](https://www.gov.uk/get-coronavirus-test)  |
| ***Response to any infection*** **8. Manage confirmed cases of coronavirus (Covid-19) amongst** **the school community.** |   School should contact the local health protection team:  School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.  The admin team will prepare a report that shows the contact details of each member of the phase bubbles to support the contact tracers.  School will inform parents of the infection, according to the flowchart, but we will not reveal the name of the infected child/adult.  Those contacted or sent home must self-isolate for 10 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go in to full isolation following stay at home guidance and have the test. If the symptomatic child’s test is negative, they must continue to isolate for the remainder of the 10 days. If the result is positive, they must inform school immediately and isolate for 10 days from the onset of symptoms.  St. Luke’s CE Primary will (as per the DfE instruction) ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.   |
| ***Response to any infection*** **9. Contain any outbreak by following local health protection team advice.** |   Keep in contact with our health protection team.  If school has 2 or more confirmed cases within a 14 day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout.  This could result in a year group bubble lockdown, a school closure or/and a mobile testing station being established in school.  Testing will focus on the affected class, then the remainder of school if required.  |

# Section 2: School operations

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| **Aspect of school Action**  |
| ***Transport*** There is a distinction between dedicated school transport and wider public transport: * by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only
* by public transport services, we mean routes which are also used by the general public
 |  We will not be carrying out school trips.   |
| ***Attendance*** 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.School attendance will therefore be mandatory again from the beginning of the autumn term. |  ***Attendance expectations*** School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.  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.  Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils.  ***Pupils who are shielding or self-isolating*** 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. We will support those parents through dialogue with the school nurse team so that appropriate advice can be offered and leeway afforded.  Where children can’t attend school as parents are following clinical and/or public health advice, absence will not be penalised.  |

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|  |  ***Pupils and families who are anxious about return to school*** 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.   |
| ***School Workforce***   |  ***Staff who are clinically vulnerable or extremely clinically vulnerable*** St. Luke’s CE Primary School has planned to follow the full measures within the guidance, therefore most staff will return to the workplace as normal.  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 31st March. However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance. An additional risk assessment for a member of staff will be completed in addition to the general school risk assessment.  People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.  ***Deploying support staff and accommodating visiting specialists*** 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.  ***Supply teachers and other temporary or peripatetic teachers*** Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing.  Likewise, Rochdale Music Service 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.  Pregnant Staff* Pregnant women are in the ‘clinically vulnerable’ category. All pregnant women should take particular care to practise frequent

thorough hand washing, and cleaning of frequently touched areas in their home or workspace, and follow the measures set out inthe system of controls section of the guidance. * Pregnant women are not advised to be vaccinated against COVID-19.
* If a school is notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, the employer should check the workplace risk assessment to see if any new risks have arisen. If risks are identified during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, the employer must take appropriate sensible action to reduce, remove or control them.
* Employers should be aware that pregnant women from 28 weeks’ gestation, or with underlying health conditions at any gestation, may be at greater risk of severe illness from coronavirus (COVID-19).
* Pregnant women should be supported by the risk assessment.
* After the Easter holidays we will have a teacher who will be 28 weeks pregnant.
* The teacher should ensure a 2m distance is maintained from staff and children.
* Staff to ensure a 2m distance is maintained when accessing the allocated staff room for the year group.
* All staff to wear surgical fluid resistant masks at all times.
* Teacher to stay at the front of the class delivering the content of the lesson and TAs to support the children in class.
* Tape to be put at the front of the classroom to ensure minimum 2m distance.
* No face to face contact with parents at the start or end of the day.

Parents to be informed of the risk assessment for the class teacher. |
| ***Safeguarding***  |  All existing pre-covid safeguarding measures will return as normal, we will need to consider additional time to ‘catch-up’ with those children requiring additional pastoral support as a result of prolonged absence from school.  |
| ***Catering***  |  The school kitchen will be fully open. YR to Y4 will eat meals in the school hall. Y5 and Y6 will eat in their classrooms.   |
| ***Lunch and break times***  | Members of staff within year group bubbles will supervise their bubbles at break times to avoid any cross-contamination. This will result in a slight increase for playtime duties during this period for teachers and TAs.Y1 – Front playground 10.15-10.30am Y2- New playground 10.15-1030am (share with Y6 but split playground in half)Y3 – Front playground 10.30pm-10.45am Exit via GC corridorY4 – Back playground 10.30-10.45am – Exit via own classroom doors and walk to back playgroundY5 – Back playground 10.15-10.30am – exit via own classroom doors and walk to back playgroundY6 – New playground 10.15-10.30pm (share with Y2 but split playground in half) |
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| ***Building***  |  Teachers need to ensure that classrooms have good ventilation (open windows and doors). Internal fire doors will continue to be propped open. Floor markings to be used to aid social distancing and directional flow. Allocated entrances to be used at all times (including after playtime and PE lessons).   |
| ***Educational Visits***  |  Residential trips will be planned for Y6 in Summer Term.  School trips are permitted to resume although the risk of compromising the integrity of year group bubbles by mixing with other schools, attending venues or using coaches will be risk assessed and discussed with providers.   |
| ***Before and After School*** ***Club***  |  Before and After School Clubs will recommence. Children attending will be zoned into separate areas to keep bubbles to ensure the integrity of the bubble is kept. Children attending will remain in small consistent bubbles, observing very good hand hygiene. Children can book one day in advance via ParentMail, no bookings will be taken on the day. The hall door will be used as the entrance and exit for before and after school club.  Equipment and resources will not be shared between groups – each group will have a box of resources. Staff will socially distance as much as possible.   |

Section 3: Curriculum, behaviour and pastoral support

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| **Aspect of school Action**  |
| ***Curriculum expectations*** The key principles that underpin government advice on curriculum planning are: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.  |    St. Luke’s will implement a curriculum 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 that will enable children to settle back into full time school and establish positive relationships with new staff, re-establish friendships.  During this period, children will be reminded of all of their previous hard work so that children know that we are expecting of them on their return to school. We will return to the normal teaching of all subjects. Following discussions at pupil progress meetings slight curriculum alterations will be discussed with teachers where necessary. Formative assessment will be used to a greater extent so that teachers can tailor the learning needs for all pupils.  Extra curricular activities will not resume. |
| ***Specific points for early years foundation stage*** ***(EYFS) to key stage 3***   |   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.  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.   |
| ***Music***  |  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.   |
| ***Physical activity in schools***  |  PE lessons are still to take place. They are to take place outside as transmission of the disease is reduced in the outdoors.  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. Alternatively, equipment will not be used for 72 hours after use if equipment is unable to be cleaned. 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.  Contact sports are to be avoided.   |
| ***Pastoral support***  |  Mrs Shepherd and Miss Lomax 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.  |
| ***Behaviour expectations***  |  The current approved behaviour policy coronavirus amendment will still apply.  Expectations of behaviour will be revisited at the start of the school year and the school’s Christian values will be widely discussed so that the ethos of the school does not change. The climate and culture needs to remain one of high expectations and respect for one another.   |

# Section 4: Assessment and accountability

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| **Aspect of school**  | **Action**  |
| ***Primary Assessment***  |  Statutory assessments will not take place this year.  |

Section 5: Contingency planning for outbreaks

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| **Aspect of school Action**  |
| ***A local outbreak***  |  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.   |
| ***Remote education support***  |  St. Luke’s CE 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 will be given stationary and an exercise book to take home.
* Children will be given a reading book to take home
* Planning and resources will be put on the school website
* Parents can contact class teachers by email

 Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning. The format for Remote Learning will be consistent across year groups and offer a range of subjects.  Where children can’t access the internet, children will receive home-learning packs (paper-based) to complete (information regarding who would require paper based packs will be collected at the start of the year). However, efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household. SEND learning packs will be updated termly.  The principles for delivery will be as follows:  * Children will receive learning opportunities for a range of subjects each day

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| * Learning will be sequenced as per our current curriculum model
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| * Lessons will be of the equivalent length of a normal school day.
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|  SEND learning packs will be updated termly, these packs will be linked to IEP and EHCP targets.  |
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The school’s Covid-19 Risk Assessment and this addendum will be reviewed on a regular basis. All member of staff are able to immediately contact a member of SLT if they feel there is a risk or where they feel a particular measure can be improved.