



Bishop Bronescombe C of E School
Plan to support return of all year groups in September 2020
Date completed: 07/07/20
Reviewed by School Monitoring Council: 10/7/20
Reviewed by Board of Directors: 13/7/20

Reviewed 13/1/21 – Lockdown 3.0

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 from the beginning of the autumn term'
- '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'
- 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; (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
- 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
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

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

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

Number 6 applies in specific circumstances.

Response to any infection:

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

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

This plan has been designed by based on the 5 areas identified in the DfE guidance:

1. Public health advice
2. School operations
3. Curriculum, behaviour and pastoral support
4. Assessment and accountability
5. Contingency planning to provide continuity of education in the case of a local outbreak

Guidance Requirements	Controls/ procedures in place		
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	<p>Risk assessment for phased reopening currently in place. This needs to be reviewed in light of new guidance / opening to all groups of children.</p> <p>RAs to be reviewed: Reopening schools Pupils and staff with medical conditions Asthma</p> <p>Staffing in place for each class.</p> <p>Plans drawn up, which address the risks identified below and mitigating controls/actions</p> <p>Lockdown 3.0 RA reviewed in line with new guidance</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 who does, do not attend school	If any child or adult becomes unwell with any COVID-19 symptoms must not enter school must call 119 or access NHS 111 online If they present with symptoms in school, they should be immediately isolated from others whilst awaiting collection. This will be in the left-hand staff toilet. When in use as an isolation room, a sign will be displayed to advise people not to enter. This room is well ventilated, easy to access to a toilet and		

Guidance Requirements	Controls/ procedures in place		
	<p>handwashing, ensures supervision whilst maintaining 2m distance and close to exit for parents collecting. This room is easy to clean once vacated and will be cleaned by the supervising adult wearing appropriate PPE.</p> <p>If anyone in the school becomes unwell with a new and persistent 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 guidance for households with possible or confirmed coronavirus (COVID-19) infection, which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19).</p> <p>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.</p> <p>Anyone that lives in a household with someone with symptoms must self-isolate for 10 days. If symptoms develop, a test should be accessed.</p> <p>School can operate as usual at this time.</p> <p>Anyone that tests positive MUST ensure the school is informed at which time, the Head or member of SLT should contact PHE Health Protection for advice and support.</p>		
Clean hands thoroughly more often than usual	<p>Handwashing protocols in place. Bubbles have set handwashing facilities and are instructed to wash hands at set times / before or after identified activities such as eating, and toileting etc.</p>		

Guidance Requirements	Controls/ procedures in place		
	<p>Hand sanitiser can be used at other times – beginning / end of day, coming in from breaks.</p> <p>Systems in place to ensure soap and sanitiser available at all times.</p> <p>Where there are 2 sinks, pupils can wash hands alongside one another.</p> <p>Handwashing stations available outside.</p> <p>Lockdown 3.0 Staff reminded to adhere to these measures</p>		
Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	<p>Lessons delivered to all pupils that have returned and posters are on display in and around classrooms. These lessons are to be repeated in the autumn term. Posters to be displayed in all classrooms.</p> <p>Lidded bins are in place in all areas for tissue disposal.</p> <p>Lockdown 3.0 Staff reminded to adhere to these measures / remind children</p>		
Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach	<p>All classes have cleaning materials and clean frequently touched surfaces at regular intervals during the day (minimum of x2 per day).</p> <p>Cleaning products used are designed to kill viruses.</p> <p>Cleaning staff ensure these are also cleaned thoroughly at the end of the day.</p> <p>Resources are cleaned after use by a bubble and/or quarantined before being used by another bubble.</p> <p>Lockdown 3.0 Staff reminded to adhere to these measures</p>		
<p>Minimise contact between individuals and maintain social distancing wherever possible. Consider the following:</p> <ul style="list-style-type: none"> - how to group children - measures in the classroom - measures elsewhere - measures for arriving and leaving school 	<p>Classes are drawn up and each class is allocated a teacher, at least 1 full time TA. Staffing includes a first aider in each class. PPA will be staffed by an HLTA, where possible this will be the class TA.</p> <p>Lockdown 3.0 Year group bubbles in place (2 bubbles for YR).</p>		

Guidance Requirements	Controls/ procedures in place		
<p>- other considerations</p>	<p>Bubbles to be kept to minimal numbers – 15 if possible to enable social distancing. Any suggested increase to be assessed by SLT. Bookings system in place to limit numbers in each day and so key worker provision only used when no other childcare available.</p> <p>Bubbles allocated own classroom and stay in that room / no crossing bubbles.</p> <p>Each bubble allocated 3 staff (2 in 1 x YR bubble). KS1 and KS2 2 in / 1 home learning – contingency for illness and isolation. EYFS in daily due to numbers. No crossing bubbles. If cover needed, period of 48 hours plus must elapse before moving from one to another bubble.</p> <p>Most bubbles have a first aider in daily / close by. First aiders are identified daily on notice board</p> <p>Bubbles:</p> <ul style="list-style-type: none"> - Nursery & Reception (2 classes) - Doves, Fish, Lambs - Pelicans, Peacocks, Phoenix - Angels, Faith, Hope <p>Each class has access to an external door, which they use as main entry/exit point.</p> <p>Each class has a dedicated outdoor space to use each day. In case of wet weather, playground space is timetabled to ensure bubbles do not mix at playtimes. Tables in the classrooms in Y3-Y6 are arranged to face the front and to ensure there is a 2m space between the front of the class (where the teacher stands/sits) and the tables nearest the front. The tables should also be positioned to enable easy movement around the room for the adults.</p> <p>Lockdown 3.0 – In KS2 children sit at separate tables where possible.</p>		

Guidance Requirements	Controls/ procedures in place		
	<p>In KS1, when sitting, children should be sat, facing the teacher, side by side, whether that be on the carpet or at tables.</p> <p>Each EYFS classroom has their own space for group teaching and children will be encouraged to face the front, sit side by side where possible. YR and YN use their own dedicated outdoor space.</p> <p>In all cases, teachers and TAs should remain 2m distanced from children wherever possible but especially when teaching / talking directly to the class/group for a significant time.</p> <p>Where SEN needs mean that these measures are not appropriate, a clear rationale needs to be noted to identify the need for different arrangements. In this case, staff should be more mindful of keeping 2m distance.</p> <p>There will be times when contact with children will happen and when staff will need to be closer than 1m. This should be kept to a short amount of time, aim to be side by side and be vigilant in hand-washing.</p> <p>Staggered drop-off and collection times are timetabled to limit the number of people gathering at one time around site. Parents are not permitted to be on-site and must drop off / collect children from dedicated areas only.</p> <p>Lockdown 3.0 Masks to be worn in all common areas, inside and outside to limit transmission risk. All staff are made aware that 2m distancing is still imperative.</p>		
Where necessary, wear appropriate personal protective equipment (PPE)	PPE available – stored in easily accessible place (staff room). PPE monitored by LM – admin staff		

Guidance Requirements	Controls/ procedures in place		
Engage with the NHS Test and Trace process	All staff and parents have been informed of the need to access advice and a test if necessary if they suffer from COVID-19 symptoms. Admin staff liaise with the staff member / adult and record keeps outcomes of tests. Admin liaises with PHE for advice and further action / engagement with Test and Trace. Louise Munson will be responsible for monitoring PPE stocks and reordering if necessary.		
Manage confirmed cases of coronavirus (COVID-19) amongst the school community	Liaise with PHE as and when a case occurs See above. Records kept by admin.		
Contain any outbreak by following local health protection team advice	Liaise with PHE as and when a case occurs Communicate advice to all relevant stakeholders		
2. School Operations			
Transport: - Dedicated school transport considerations - Wider school transport considerations	Home to school LA taxi service to resume. DC has sought assurance from transport of their procedures. Admin staff made contact with family to ensure they have taxi service in place if needed.		
Attendance: - 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	Letter sent communicating expectation along with attendance policy Lockdown 3.0 Letters to parents sent explaining closure and key worker / vulnerable provision only. Vulnerable children's parents sent letter to advise attendance is expected daily. Key workers advised only to use provision when alternative childcare not available.		

Guidance Requirements	Controls/ procedures in place		
<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 	<p>Parent survey sent out to enable identification of vulnerable children, those reluctant to return and those who have experienced trauma during lockdown.</p> <p>Plans will be drawn up to re-engage those identified, which will include contact from teacher, TA or PSA and bespoke plan.</p>		
<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 	<p>Catch up plan in place and staffing secured.</p> <p>Lockdown 3.0 – some catch up provision suspended. Remote opportunities to be explored and put in place when safeguarding protocols secured</p>		
<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 	<p>Consistent liaison with social workers of children on CP plans (2 families / 5 children) currently.</p> <p>RCPCs and CGM attended and communication via professionals' group email regularly made. PSA engaged swiftly with regards to attendance concerns.</p> <p>Weekly safeguarding meeting / supervision to continue.</p>		
<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 in roles in school where it is possible to maintain social distancing. - If people with significant risk factors are concerned, we recommend schools 	<p>No clinically extremely vulnerable.</p> <p>Staff members identified as clinically vulnerable are subject to a risk assessment review. This will include staff members with underlying health conditions and staff that fall into a BAME category.</p> <p>These members of staff will be advised to maintain 2m social distancing between themselves and other adults</p>		

Guidance Requirements	Controls/ procedures in place		
<p>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>and children. Risk factor of moving to different bubbles discussed with them and a joint decision made as to whether or not they provide PPA cover / any restrictions to this.</p> <p>Lockdown 3.0 staff not crossing bubbles – exception wraparound staff but they can maintain 2m distance as held in hall / low numbers attending.</p> <p>All clinically vulnerable staff expected to carry out roles – all met with HoS to confirm and remind of safety protocols.</p>		
<p>Supporting staff:</p> <ul style="list-style-type: none"> Governing boards and school leaders should have regard to staff (including the headteacher) 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>Initial plans to be shared with teachers – 8/7/20 and with support staff – 9/7/20 SMC meeting to share plans – 10/7/20</p> <p>Final plans to be shared with staff after Directors’ meeting on 13/7/20.</p> <p>Lockdown 3.0 Staff meetings held to explain rotas, expectations, changes in procedures etc.</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>Staff deployment / timetable confirmed and shared with individuals.</p> <p>Reception new intake – planned staggered start to enable current YR teachers to support Y1 teachers in settling children in new classes. Any changes in role have been discussed with individuals.</p> <p>YR staff supporting Y1 children on days 1-2. These staff members must stick to strict 2m social distancing with pupils and Y1 staff</p>		

Guidance Requirements	Controls/ procedures in place		
	<p>They will have no children in the first 2 days then meeting singly / in small groups over following 10 days. They will be advised to maintain 2m distancing</p> <p>YR</p> <p>Monday 7th and Tuesday 8th September</p> <p>VO and BB to support in year 1.</p> <p>Afternoons of Mon/Tues 7th and all day Wednesday 9th to Friday, 11th September</p> <p>Individual visits to YR classes, strictly timetabled – 1 x adults with 1 child visiting each bubble to meet class teacher, view class. Visitors to wash hands on arrival and adhere to 2m social distancing at all times. Any surfaces that have been touched should be cleaned afterwards. Visitors to be requested to wear face masks.</p> <p>Week beginning 14th</p> <p>All children in and leave before lunch x 3 days / after lunch x 2 days.</p> <p>Meeting with RM and DC at the end of the week to review any pupils who would benefit from continued part-time attendance</p> <p>Week beginning 21st</p> <p>All children return full time.</p> <p>Some staff will work from home for some / all of week - Rachel Moseley / Terri-Anne Old.</p> <p>Lockdown 3.0 – see above re staffing for bubbles / rota in place for KS1/KS2/SLT.</p> <p>See rota below</p>		

Guidance Requirements	Controls/ procedures in place		
<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>Each class has a TA (and in some cases extra TA support) to enable SEND support. This is enhanced by designated break out spaces for identified children. Transition booklets are prepared to be sent to families with SEND children.</p> <p>TIS support will continue, as well as other SEND support such as SALT, EMHP and counselling, with appropriate protective measures / risk assessments in place.</p> <p>Designated areas to be used and cleaned after use. Outdoor, physical interventions will also be planned as these are of lower risk.</p> <p>All staff or visitors will be DBS checked before engaging with children</p> <p>Lockdown 3.0 No visits at present save for essential wellbeing visits from external agencies.</p>		
<p>Recruitment</p> <ul style="list-style-type: none"> - Recruitment should continue as usual 	<p>Recruitment of 3 new members of staff is currently underway. ID checks have taken place, references sought and all usual pre-recruitment checks are currently being completed.</p> <p>Induction will take place during INSET days in September, alongside any safeguarding training needed.</p> <p>Any recruitment processes to be undertaken remotely</p>		
<p>Supply teachers and other temporary or peripatetic teachers</p> <ul style="list-style-type: none"> - Schools can continue to engage supply teachers and other supply staff during this period 	<p>Supply teachers kept to a minimum. When needed, book supply staff via Teaching Personnel – preferred agency.</p> <p>Peripatetic teachers can be engaged and must adhere to risk assessments. Limit on music teachers as playing of wind and brass instruments presents an increased risk.</p>		

Guidance Requirements	Controls/ procedures in place		
	<p>Supply staff must be supplied with risk assessment prior to starting work.</p> <p>Lockdown 3.0 supply staff may be engaged if no internal solution available which does not need crossing bubble.</p>		
<p>Expectation and deployment of ITT trainees</p> <ul style="list-style-type: none"> - We strongly encourage schools to consider hosting ITT trainees 	<p>No ITT trainees currently planned to be placed with us but any trainees would be accepted as usual. A full induction would take place and risk assessments shared.</p> <p>Lockdown 3.0 ITT trainee in place according to DfE guidance. Deployed with class teacher – single bubble and supporting home learning</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 	<p>To be communicated with staff that all staff expected to be in work from beginning of September.</p> <p>Also request that they carefully consider if/where they go on holiday and potential quarantine restrictions. Staff must inform Head of School prior to the holidays if they are planning to holiday abroad.</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 	<p>Existing volunteers to be contacted to ascertain availability. Assess any vulnerabilities (UHCs / BAME) and risk assess suitability to support.</p> <p>If available, risk assessments must be shared with all volunteers.</p>		

Guidance Requirements	Controls/ procedures in place		
	<p>Lockdown 3.0</p> <p>No volunteers being used</p>		
<p>Safeguarding</p> <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. 	<p>CP Policy reviewed in line with return of more pupils and in line with new KCSIE statutory guidance / up to date addendum shared with staff</p>		
<p>Catering</p> <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) 	<p>Hot meals in place provided by Caterlink. Meals to be provided in flight trays and eaten in classrooms in KS2. EYFS/KS1 on rota system / separate bubbles in hall. Tables cleaned between sittings. Children to be seated side by side.</p> <p>Lockdown 3.0</p> <p>Hot meal service to be maintained.</p> <p>All meals to be collected in flight trays from kitchen by teachers / TAs; delivered and eaten in classrooms.</p>		
<p>Estates</p> <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 	<p>No significant changes planned.</p>		

Guidance Requirements	Controls/ procedures in place		
<ul style="list-style-type: none"> - 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. 	<p>Partition walls and door to be installed in YR to facilitate a better environment for a child with hearing impairment.</p> <p>Fire doors etc installation postponed for now.</p> <p>Cookers in kitchen need to be replaced / repaired as failed last test.</p> <p>Building checks to be undertaken as usual.</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 - 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. 	<p>No residential visits to take place at this stage.</p> <p>Local visits may take place but must be fully risk assessed with the current risk factors taken into account.</p> <p>Use of on-site outdoor space is preferred and local walks may be considered but access to hygiene facilities may be a barrier.</p> <p>Consideration will be on a case by case basis.</p>		
School uniform <ul style="list-style-type: none"> - It is for the governing body of a school to make decisions regarding school uniform. 	<p>School uniform to be worn.</p> <p>Communicate this to parents and to encourage discussion with SLT / PSA if in financial difficulties.</p> <p>Lockdown 3.0</p>		

Guidance Requirements	Controls/ procedures in place		
<ul style="list-style-type: none"> - 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 	<p>Due to need for ventilation and possibility of classrooms being colder, teachers advised to remind children / parents that extra jumpers can be worn when cold.</p> <p>Teachers advised re good ventilation practice that limits drafts / compromise on comfort in classroom.</p> <p>PP funding or existing stocks of lost property can be used to support those families experiencing difficulty in providing school uniform</p>		
<p>Extra-curricular provision</p> <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 should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. - Schools can consult the guidance produced for summer holiday childcare, available 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. 	<p>Wraparound provision to be offered. Survey used to gauge interest and likely take-up to inform how we can run provision. Strict booking system / record keeping system, in place to enable identification of bubble members.</p> <p>Wraparound to be run in the hall and KS1 wet area to prevent cross-contamination of resources etc in classrooms / allow for cleaning to take place in classrooms and toilets.</p> <p>Numbers to remain at a maximum of 15 for breakfast, 15 for after-school 4:30pm and 15 for after-school 6pm session. 2 staff members working until 6pm and 1 until 4:30pm and 2 members of staff to be working in breakfast provision. Staff members must adhere to strict social distancing.</p> <p>Parents have received the following summary of procedures:</p> <ul style="list-style-type: none"> • We are only able to offer provision for groups of 15 per session – Breakfast and After School Club. • Sessions are strictly book in advance only. No child can attend without a prior booking. • Breakfast club will run in the school hall. 		

Guidance Requirements	Controls/ procedures in place		
	<ul style="list-style-type: none"> • Please bring your child to the school office window, where your booking will be checked and your child can then be admitted. Parents will be asked to leave their child at the main reception door. • After-school club will run in 2 areas – 4:30pm group - Key Stage 1 kitchen area and 6:00pm in the school hall. • To collect your child, please come to the school office window where a staff member will then call through to after-school club to bring your child to reception. • Upon collection, we will ask your child to sanitise their hands with hand sanitiser before leaving. • Children will be supervised by current Wraparound staff and will be provided with a range of activities. • Payments for sessions attended must be completed for each period. Any outstanding debts will result in the offer of wraparound provision being withdrawn. • If a child is not collected after school, they will remain with their teacher and the parent called to collect. If this is repeated, we will refer to our safeguarding team. • A limited breakfast and snack service will be provided. Breakfast will include toast, cereals, juice and water. After-school club will provide a simple snack, fruit and yogurt as well as milk and water. Food will be served by staff. • Children must follow the school's Rules for Life and Rules for Health. If they do not follow these rules, and their behaviour puts others at risk, their place may be at risk. • Children will be asked to wash their hands before entering the provision, and before and after eating. • Resources will not be shared between 'bubbles' and will be cleaned or quarantined for 72 hours after use. <p>Breakfast club will serve toasted products with vegan spread and low-sugar jam, cereals, juice, milk and water.</p>		

Guidance Requirements	Controls/ procedures in place		
	<p>After-school club will serve a bread product / snack, salad, fruit, fromage frais, milk and water. All items to be prepared and served by staff – no self-service and no condiments. All food to be stored and prepared in accordance with food hygiene regulations.</p> <p>All crockery etc will be cleaned in the dishwasher and any food rubbish will be bagged and disposed of daily.</p> <p>All food prep and eating areas will be cleaned before and after. Frequently touched surfaces will be cleaned at regular intervals and end of session.</p> <p>Resources will be allocated for session and quarantined for 72 hours after the session, indicated by clear labelling.</p> <p>Children will adhere to hygiene measures for school day – wash hands before entering; before and after eating; when coming in from outside play and when leaving the building.</p> <p>Lockdown 3.0 Strict key worker only booking system in place to limit numbers / staff required. In hall – kept to phase bubbles / separated in hall. 1 x staff in mornings / 2 x staff in afternoons. Admin / SLT to man entry. Able to ensure social distancing due to large space / low numbers.</p> <p>No extra-curricular clubs to be provided but aspiration is that this will be offered when settled into autumn term. Aim to provide bubble clubs. No clubs provided.</p>		
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. 			

Guidance Requirements	Controls/ procedures in place		
<ul style="list-style-type: none"> 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. 			
<p>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>	<p>We recognise that we need to focus on core learning / key objectives in English and maths to ensure that gaps are addressed and children catch up quickly. However, this must be set in a context, which does not unduly pressurise children who will be vulnerable. Reading and Phonics is the main focus. Children will have opportunities to read and be read to, promoting engagement in, and a love of, reading. This enables staff to refocus children on reading and comprehension skills as well as vocabulary development.</p> <p>Reading – there will be many opportunities to read throughout the day: whole class reading, class book read, opportunities in continuous provision, guided reading.</p> <p>Phonics – There will be daily phonics (Read Write Inc) training for all pupils in YR, KS1, LKS2. This will be delivered in whole class bubbles with some differentiated groups within bubbles. This will enable ongoing assessment of gaps and enable targeting of individuals for catch up work. Speed sounds for reading and writing will be supplemented by opportunities to apply phonics in writing via continuous provision activities in YR and KS1. After a time, more formal writing opportunities will be planned. Teachers and TAs will have RWI refresher training in September INSET to enable them to be fully equipped to meet phonics teaching requirements.</p>		

Guidance Requirements	Controls/ procedures in place		
	<p>Spelling, grammar and handwriting will be the areas focussed upon in writing to enable cross-curricular context writing.</p> <p>See appendix below for suggested initial timetable for English in KS2. Teachers will be encouraged to track back, check understanding and ability, move on and keep rigorous assessments to promote accelerated progress.</p> <p>Maths – using White Rose autumn units to ensure revision of key concepts / content which may have been missed. This will be enhanced with daily Power Maths extension / deepening activities. Daily focussed timetable activities will also be prioritised in KS2 and 99 club will be reintroduced to ensure key number facts knowledge is secured.</p> <p>The Be Bold Curriculum remains the core context for teaching and learning to ensure a balanced curriculum and pupils experience a range of subjects. Subjects may be blocked to get the most out of the learning, whilst others can be drip fed through more regular, short bursts of learning (such as daily use of PLN materials for MFL). Topics can provide a context for core subject learning – focussing on Reading and Writing skills development. Subject leads can support staff in highlighting core content to cover / teachers to look back to previous content that will need covering /recapping.</p> <p>PE and RE must be taught weekly.</p>		

Guidance Requirements	Controls/ procedures in place		
	<p>RE – begin to implement new syllabus, focussing on discussion-based lessons, evidencing in Deepening Spirituality books, with some written outcomes in books</p> <p>PSHCE and Child Mental Health - Priority area of curriculum with clear coverage following the new Cornwall Council/Brook scheme of work. In addition to this, individual classes will respond to gaps and needs through regular R-time (to promote relationship-building), circle time and discussing concepts through social and emotional stories. Flexible timetabling will allow for quick response to gaps and areas of concern. Our understanding that there are clear links between positive mental health and wellbeing through connection with nature and outdoor learning, will ensure that all classes will have increased outdoor learning opportunities, in a cross curricular approach, which will support PSHCE topics and issues, promote wellbeing, mindfulness, team work and personal, social and emotional growth.</p> <p>In EYFS, we are taking a gradual staggered approach to support transitions into school, including individual transition plans. As always, our priority will be supporting the three Prime areas of development. Through observation and assessment, we will identify children's current levels of development and will respond to this directly through flexible and reactive child led planning in the moment. We will also use increased circle times, group time to unpick themes and conflict and the use of puppets to address gaps and areas of need. We will also work alongside nurture practitioners to ensure tailored provision can be utilised and adopted for those who need additional support.</p> <p>Lockdown 3.0</p>		

Guidance Requirements	Controls/ procedures in place		
	<p>See Remote Education plan.</p> <p>In-school learning will follow the same model to ensure equality / staff wellbeing.</p> <p>EYFS / KS1 – Minimum 3 hours provided</p> <p>KS2 - minimum of 4 hours provided</p> <p>Core subjects daily + 1 topic.</p> <p>Rota enables 1 staff member per day in KS1 and KS2 to monitor and respond to home learning.</p>		
Aim to return to the school's normal curriculum in all subjects by summer term 2021.	<p>The aim will always be to return to the full breadth of our planned curriculum by summer term 2021.</p> <p>This will continually be under review through work and evidence scrutiny and assessment.</p>		
Plan on the basis of the educational needs of pupils	<p>Survey to take place before September staff to begin to identify children who will need targeting.</p> <p>Use a range of means of assessment and record-keeping to identify those children that need intervention and how to facilitate this.</p> <p>Lockdown 3.0</p> <p>Core remote learning is differentiated / adapted for SEN needs.</p>		
Develop remote education so that it is integrated into school curriculum planning	<p>Look to use Oak National Academy / BBC Bitesize /Classroom Secrets that will integrate with planned in-school coverage.</p> <p>Provide devices for any pupils working at home to enable work to be set, accessed and submitted for assessment and feedback.</p> <p>Weekly planning to identify remote learning link / provider so that this can be issued and implemented at short notice.</p>		

Guidance Requirements	Controls/ procedures in place		
	<p>Lockdown 3.0 Engagement is monitored daily/ parents contacted if engagement is not as expected. Teachers seek solutions with families and provide support as needed. Pass to SLT if still no engagement. Surveys undertaken to identify device need. Devices provided for families having difficulty engaging in home learning due to lack of devices. If paper copies or other resources required, this need will be addressed on an individual basis.</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, PE/sport, RE and RHE.</p>	<p>Phonics to be a priority from day 1. Review to take place of prior learning (set 2 sounds in year 1 /2 and set 2/3 sounds in year 3 in whole class / group settings. When children with gaps are identified, individual screening to take place to identify specific gaps and enable 1:1 intervention. In class, ability groups will be used for phonics teaching, led by RWI-trained staff. All staff will have completed RWI refresher training at beginning of September.</p> <p>Vocabulary will be a focus – class environment will be vocabulary-rich and reading good quality texts to and with the classes will be a priority.</p> <p>In writing, prioritisation of certain key concepts and skills will be a focus and ongoing assessment will inform targeting of pupils by class teachers and TAs.</p> <p>In maths, Hands On Maths can be used to plug specific gaps and/or pre-teach concepts.</p> <p>Formal assessments will not take place in the first half of the term; rather alternative methods of assessment such as whole class, online quizzes, observation,</p>		

Guidance Requirements	Controls/ procedures in place		
	<p>marking (inc. whole class marking) and pupil conferencing will be utilised. Record-keeping of coverage and pupil gaps will be of paramount importance and will allow interventions to be delivered in a timely and bespoke fashion.</p> <p>Lockdown 3.0 – as broad a curriculum is provided as possible (see above and remote education plan). Core subjects prioritised and set daily, including reading and phonics.</p>		
<p>Physical activity in schools</p> <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 	<p>Physical activity and time outdoors will be a priority as the benefits of learning outdoors for both physical and mental wellbeing are recognised</p> <p>Each class will have dedicated outdoor space daily to enable outdoor provision as much as possible. In addition, the Wild Tribe area will be available to ‘book’ in advance.</p> <p>Activity breaks, such as using Go Noodle, will be encouraged during the school day to break up periods of inactivity in the classroom.</p> <p>All classes will have their own set of playtime resources to use within their bubbles.</p> <p>PE will be an essential part of the curriculum and activities will take place outdoors. The hall is to be avoided for whole class lessons due to increased risk of transmission of any illness in enclosed spaces. The hall may be used for small groups (Funfit or groups of less than 15) as this minimises the risk. However, surfaces must be cleaned after use.</p> <p>Any PE equipment must be cleaned after use or quarantined for 72 hours.</p> <p>We will begin to plan some extra-curricular physical activities in the autumn term and will look to engage external providers as long as they can ensure they will</p>		

Guidance Requirements	Controls/ procedures in place		
	<p>meet our risk assessments and procedures. Any providers will be DBS checked.</p> <p>Lockdown 3.0 Weekly PE video lessons produced and published on Dojo by PE lead.</p>		
<p>Catch-up support</p> <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. 	<p>We will begin to identify individuals that may need additional support via our parent survey. When pupils return, we will identify support needs and plan intervention and support needed. We anticipate a need for TIS intervention and can use funding to enable release time for TIS practitioners to provide 1:1 intervention. TIS practitioners can provide support in identified SEMH support rooms / areas. Time should be limited to short sessions if 2m social distancing not feasible. Adult and child should sit side by side, rather than face to face and resources/room cleaned after use. Hands cleaned before and after sessions by participants. We will use the EEF tool to make further decisions on appropriate use of funding when we identify needs.</p> <p>Catch up plan in place.</p> <p>Lockdown 3.0 NTP / KS1 catch-up on hold Y6 catch-up – aim to provide remote catch-up sessions delivered by teacher employed by school</p>		
<p>Pupil wellbeing and support</p> <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. 			

Guidance Requirements	Controls/ procedures in place		
<p>- 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</p> <p>Our SENCO is accessing some of this CPD.</p>			
<p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing 	<p>We will base our curriculum offer on the 5 levers identified in the 'Recovery Curriculum'. We are calling this our 'Reconnect Curriculum' as we seek to reconnect children with each other, with adults, with their learning, with learning behaviours and with our community. See above for PSHCE learning surrounding relationship building.</p> <p>Teachers will ensure time and work on recognising and managing emotions is prioritised.</p> <p>TIS screenings will take place by the end of the first month of Autumn term. Teachers will assess behaviours shown by pupils and use Motional to enter these assessments. This will identify pupils in need of support. We know that children may not show us, through their behaviour, that they are finding things difficult straight away so a period of time is useful to allow children to begin to settle and for adults to observe and assess behaviours and needs. TIS screening will identify those children that will need intensive or 1:1 support as well as those that need group or whole class / general support.</p> <p>A TA has been engaged to offer physical and SEMH interventions / provide cover to allow for Wild Tribe interventions.</p> <p>Wild Tribe space / outdoor learning will also be a context in which to deliver the curriculum, thereby promoting physical and mental wellbeing.</p> <p>Lockdown 3.0 Vulnerable children with TIS plans are attending school and are supported by trusted adults.</p>		

Guidance Requirements	Controls/ procedures in place		
	Group TIS / Wild Tribe on hold during closure		
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>See above</p> <p>We will continue to engage the services of our EMHP, who will be a professional who can provide bespoke mental health support for individuals. She is DBS checked and risk assessment will be shared with her.</p> <p>Other services we will seek to engage include: Dreadnought counselling, ATeam, Early Help Family Workers as well as our School Chaplain mentor.</p> <p>We are also hoping to begin an Autism / SEN parent support group, which will be led by the SENCo and PSA. Participants will meet online, via Zoom.</p> <p>Kids Matter remote support will remain in place and we will seek to ways to enable face to face sessions to restart probably via Zoom.</p> <p>Lockdown 3.0 Where possible, counselling etc will be facilitated in school through remote means by counsellor. Other visitors on hold unless essential – authorised by Head of School.</p>		
Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school	<p>Our PSA will ensure she liaises with the School Nurse and engage her services to promote health and wellbeing of pupils.</p> <p>The PSA has already introduced herself to new intake families and will reengage with existing pupils' families in September via video and offering remote support services</p>		

Guidance Requirements	Controls/ procedures in place		
	<p>Lockdown 3.0 As above</p>		
<p>Behaviour expectations</p> <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. 	<p>Behaviour policy has been reviewed prior to phased reopening and will review again. Rules will likely stay the same but all need reminding and new Rules for Health need reviewing and sharing will all parents and pupils.</p> <p>Staff will be reminded of expectations and procedures for dealing with behaviour, particularly when pupils deliberately break the rules. It also needs to be clear to staff that behaviour is communicating a need and we need to react with understanding and compassion, particularly during the period of return and reconnection.</p>		
4. Assessment and accountability			
<p>Primary assessment</p> <p>Statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:</p> <ul style="list-style-type: none"> the phonics screening check key stage 1 tests and teacher assessment the Year 4 multiplication tables check key stage 2 tests and teacher assessment statutory trialling <p>Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020</p> <p>Lockdown 3.0 Statutory assessments for 20/21 cancelled. To review testing / data entry for spring term.</p>			

Guidance Requirements	Controls/ procedures in place		
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: <ul style="list-style-type: none"> • 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. 	Use Oak National Academy / BBC Bitesize / other resources and identify these to align with weekly in-school planning. The format used to communicate this to parents will be reviewed but will still be accessible via the website and Class Dojo. An aspiration will be that pupils will be able to submit work for feedback on Google Classroom but staff need training in this. Printed resources can be made available for collection and devices can be made available for loan. Materials / activities to be age/stage appropriate and regular check-ins with vulnerable / SEN children would take place. Adjustment of plans / resources would need to be undertaken, with liaison with parent and alternatives provided. Lockdown 3.0 Remote education plan in place, including expectations, resources and platform – Class Dojo. Staff rota in place (see below) See remote education plan		
When teaching pupils remotely, we expect schools to:			

Guidance Requirements	Controls/ procedures in place		
<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 			
<ul style="list-style-type: none"> • We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or 	Materials / activities to be age/stage appropriate and regular check-ins with vulnerable / SEN children would take place.		

Guidance Requirements	Controls/ procedures in place		
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.	Adjustment of plans / resources would need to be undertaken, with liaison with parent and alternatives provided.		

Lockdown 3.0 Rota

Spring 21 Lockdown – staff rota

	M	T	W	T	F
Duty Manager	Debbie	Tom	Rachel	Bex	Debbie
Remote DSL / SLT on call	Rachel Tom	Debbie Rachel	Debbie Bex	Debbie Rachel	Bex Rachel
Admin	SC / LM	SC / LM	SC / LM	SC / LM	SC / LM
Remote PSA	TAO		TAO	TAO	
Wraparound – am	RD	TM	TM	RD	TM
Wraparound - pm	TM PD	AF NW	AF NW	RD NW	AF PD

Week 1 – 11th January

	M	T	W	T	F
YN	THV CA	THV CA	THV CA	THV LB	THV LB
Rainbows (R)	VO CF TS	VO CF TS	VO CF TS	VO CF JR (TS)	VO CF JR (TS)
Stars (LD)	BH	RB BH	RB BH	RB BH	RB BH / SJ
Y1 – in school	OD RC	OD RC	KS RC	OD KS	OD KS
Y1 home learning	KS	KS	OD	RC	RC
Y2 – in school	GL / AS VP	GL / AS VP	GL / AS VP	BH GA	BH GA
Y2 home learning	RJ GA	RJ GA	BH GA	GL / AS VP	GL / AS VP
Y3 – in school	TN KC	AF KC	TN AF	TN KC	AF KC
Y3 home learning	AF	TN	KC	AF	TN
Y4 – in school	TK VN KBS	VN TM KBS	TH TM KBS	TH VN KBS	VN TM KBS
Y4 home learning	TM	TK	VN	TM	TH
Y5 – in school	KM JW RD	SE JW RD	SE KM RD	KM JW RD	SE JW RD
Y5 – home learning	SE	KM	JW	SE	KM
Y6 – in school	AM SR	AM JP	JP SR	AM SR	AM JP

Y6 – home learning	JP	SR	AM	JP	SR
--------------------	----	----	----	----	----

Week 2 – 18th January

	M	T	W	T	F
YN	THV BH CA	THV BH CA	THV BH CA	THV BH LB	THV BH LB
Rainbows (R)	VO CF JR	VO CF JR	VO CF JR	VO CF JR	VO CF JR
Stars (LD)	RB SJ	RB SJ	RB SJ	RB SJ	RB SJ
Y1 – in school	OD RC	OD RC	KS RC	OD KS	OD KS
Y1 home learning	KS	KS	OD	RC	RC
Y2 – in school	GL / AS VP	GL / AS VP	GL / AS VP	BH GA	BH GA
Y2 home learning	RJ GA	RJ GA	BH GA	GL / AS VP	GL / AS VP
Y3 – in school	TN AF	TN KC	AF KC	TN AF	TN KC
Y3 home learning	KC	AF	TN	KC	AF
Y4 – in school KBS - daily	TK TM KBS	TK VN KBS	VN TM KBS	TH TM KBS	TH VN KBS
Y4 home learning	VN	TM	TH	VN	TM
Y5 – in school RD – daily	SE KM RD	KM JW RD	SE JW RD	SE KM RD	KM JW RD
Y5 – home learning	JW	SE	KM	JW	SE
Y6 – in school	JP SR	AM SR	AM JP	JP SR	AM SR
Y6 – home learning	AM	JP	SR	AM	JP

Week 3 – 25th January

	M	T	W	T	F
YN	THV BH CA	THV BH CA	THV BH CA	THV BH LB	THV BH LB
Rainbows (R)	VO CF JR	VO CF JR	VO CF JR	VO CF JR	VO CF JR
Stars (LD)	RB SJ	RB SJ	RB SJ	RB SJ	RB SJ
Y1 – in school	OD RC	OD RC	KS RC	OD KS	OD KS
Y1 home learning	KS	KS	OD	RC	RC
Y2 – in school	GL / AS VP	GL / AS VP	GL / AS VP	BH GA	BH GA
Y2 home learning	RJ GA	RJ GA	BH GA	GL / AS VP	GL / AS VP
Y3 – in school	AF KC	TN AF	TN KC	AF KC	TN AF
Y3 home learning	TN	KC	AF	TN	KC
Y4 – in school KBS - daily	VN TM KBS	TK TM KBS	TH VN KBS	VN TM KBS	TH TM KBS
Y4 home learning	TK	VN	TM	TH	VN
Y5 – in school	SE JW RD	SE KM RD	KM JW RD	SE JW RD	SE KM RD
Y5 – home learning	KM	JW	SE	KM	JW
Y6 – in school	AM JP	JP SR	AM SR	AM JP	JP SR
Y6 – home learning	SR	AM	JP	SR	AM

Lunch Rota – January 2021

First aid to be completed by bubble staff on duty to enable supervisors to remain at a 2m distance. Bubble staff to organise breaks between 12:15pm-1:15pm.

Group / Lead teacher	Time	Lunch time supervisor
----------------------	------	-----------------------

Nursery Mrs Tracey Hawk-Vango	12:15pm-1:15pm	MD
----------------------------------	----------------	----

Group / Lead teacher	Time	Lunch time supervisor
Reception (LF) Miss Burr	12:15pm-12:45pm (eating lunch) 12:45pm-1:15pm (KS1 playground- 1 st half)	PD
Reception (R) Miss Oliver	12:15pm-12:45pm (eating lunch) 12:45pm-1:15pm (KS1 playground- 2 nd half)	PD

Group / Lead teacher	Time	Supervisor
Year 1 Mr Deadman	11:45-12:15 (eating lunch) 12:15-12:45 (KS1 playground)	PD
Year 2 Mrs Lowe / Mrs Horwell	11:45-12:15 (KS1 playground) 12:15-12:45 (eating lunch)	PD

Group / Lead teacher	Time	Supervisor
Year 3 Mr Nicholas	12:15-12:45 (eating lunch) 12:45-1:15 (top playground)	NW
Year 4 Miss Nagy / Mr Keyes & Mr Hobbs	12:15-12:45 (eating lunch) 12:45-1:15 (top playground)	NW
Year 5 Miss Edney / Miss Moore	12:15-12:45 (eating lunch) 12:45-1:15 (KS2 playground)	CS
Year 6 Miss Mewton	12:15-12:45 (eating lunch) 12:45-1:15 (KS2 playground)	CS

