



Bishop Bronescombe C of E School
Plan to support return of all year groups from Monday, 8th March 2021
Date completed: 26/2/21
Approved by CEO, Stuart Renshaw: 27/3/21
Shared with School Monitoring Council: 01/03/21

Government guidance source:

- [Schools coronavirus \(COVID-19\) operational guidance](#) Published Feb 2021

Government statements from guidance:

From 8 March, all pupils should attend school. To prepare for this:

- review and where necessary, update your risk assessment
- make sure you are following the system of controls to minimise the risk of infection, including plan for asymptomatic testing.
- have a contingency plan in place for outbreaks in your school or changes in restrictions
- communicate any changes in your processes to parents

System of controls

We know that the predominant new variant of coronavirus (COVID-19) is more transmissible however, PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants.

This is the set of actions you must take. They are grouped into 'prevention' and 'response to any infection'.

If you follow the system of controls, you will effectively reduce risks in your setting and create an inherently safer environment.

These additional measures will be reviewed in partnership with health experts to decide whether evidence suggests that these measures can be eased ahead of the summer term.

Prevention

You must always:

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.

- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
 - 7) Keep occupied spaces well ventilated.
- In specific circumstances:
- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
 - 9) Promote and engage in asymptomatic testing, where available.

Response to any infection

You must always:

- 10) Promote and engage with the NHS Test and Trace process.
- 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- 12) Contain any outbreak by following local health protection team advice.

This plan has been designed based on the 5 areas initially 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

1. Public health advice	
Guidance Requirements	Controls/ procedures in place
Schools should thoroughly review their health and safety risk assessments and draw up plans that address the risks identified using the system of controls set out below	<p>Risk assessment for full reopening currently in place.</p> <p>RAs reviewed:</p> <p>Full reopening of school during pandemic</p> <p>Clinically vulnerable staff</p> <p>Visitors</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>Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.</p>	<p>If any child or adult becomes unwell with any COVID-19 symptoms must not enter school must call 119 or access link via 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 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> <p>All staff can participate in the LFD testing programme, testing twice-weekly on a voluntary basis, so that asymptomatic cases are identified and can self-isolate, along with close contacts, if necessary. Reporting and record-keeping procedures are in place to manage the issue of tests and results. Procedures are in place to manage positive cases, including communication, bubble closures, liaison with PHE and remote education provision. Staff will be requested to administer and report outcomes of tests the evening prior to being in work to enable SLT to action close contact communication re self-isolation etc.</p>
<p>Ensure face coverings are used in recommended circumstances.</p>	<p>Face coverings to be worn by all adults in all common areas. Exceptions are when they are working in own office / classroom, sat in a staff room to consume food or when ef reasons prohibit the wearing of coverings.</p>

	<p>Safe wearing and removal of face coverings</p> <p>It is vital that face coverings are worn correctly to avoid inadvertently increasing the risks of transmission. Safe wearing of face coverings requires the:</p> <ul style="list-style-type: none"> • cleaning of hands before and after touching – including to remove or put them on • safe storage of them in individual, sealable plastic bags between use. <p>Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff, pupils and students may consider bringing a spare face covering to wear in the event that their face covering becomes damp during the day.</p> <p>Staff should remember to:</p> <ul style="list-style-type: none"> • not touch the front of their face covering during use or when removing it • dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) • place reusable face coverings in a plastic bag they can take home with them • wash their hands again before entering another bubble <p>See: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965446/Face_coverings_in_education_-_March_2021.pdf </p>
Ensure everyone is advised to clean their hands thoroughly and more often than usual.	<p>Handwashing protocols in place.</p> <p>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. 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>Staff reminded to adhere to these measures, especially for CV and BAME pupils</p>
Ensure good respiratory hygiene for everyone 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.</p> <p>Lidded bins are in place in all areas for tissue disposal.</p> <p>Staff reminded to adhere to these measures / remind children, especially for CV and BAME pupils.</p>
Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.	<p>All classes have cleaning materials and clean frequently touched surfaces at regular intervals during the day (minimum of x2 per day). Cleaning schedule in place and this needs to be updated to record when cleaning has taken place.</p> <p>It includes:</p> <ul style="list-style-type: none"> • cleaning of rooms or shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • cleaning toilets regularly • encouraging pupils to wash their hands thoroughly after using the toilet <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 for 72 hours before being used by another bubble.</p> <p>Staff reminded to adhere to these measures</p>
<p>Consider how to minimise contact across the site and maintain social distancing wherever possible.</p> <p>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 - other considerations 	<p>Classes are drawn up and each class is allocated a teacher, at least 1 full time TA. PPA will be staffed by an HLTA, where possible this will be the class TA.</p> <p>Staff should avoid entering another bubble unless timetabled to do so. If they do so, masks should be worn and close contact limited – remain 2m away from pupils and staff / limit face to face contact / contact within 1m.</p> <p>Bubbles allocated own classroom and stay in that room / no crossing bubbles.</p> <p>All bubbles are single classes except Reception, where the 2 classes make one bubble due to class layout / facilities and in KS1 where some cross-class teaching of small groups for Read, Write Inc only is timetabled. These groups are consistent, in a regular space, which is cleaned after use, and records are kept of daily attendance in group. When groups of more than 1 class are placed together, effort must be made to employ 2m distancing between the pupils of each class, thereby minimising close contact.</p> <p>Most bubbles have a first aider in daily / close by.</p> <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.</p> <p>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>In KS1, when sitting in directed teaching time, 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>If parents need to provide medicine to be administered to a child during the school day, they should bring this to the school office. The secretary will complete the medicine form and share information with the class TA.</p> <p>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>
Keep occupied spaces well ventilated.	<p>All occupied rooms must be well ventilated by:</p> <ul style="list-style-type: none"> - opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air - if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> • opening high level windows in colder weather in preference to low level to reduce draughts - ‘staggering’ open windows • increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing • rearranging furniture where possible to avoid direct draughts
In specific circumstances: Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.	<p>Most staff in schools will not require PPE beyond what they would normally need for their work. If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.</p> <p>PPE is available when:</p> <ul style="list-style-type: none"> - supporting pupils with intimate care - supporting a pupil displaying symptoms with whom one cannot maintain 2m distance - supporting a child that routinely coughs, spits or vomits

	PPE stocks are kept in the staff room cupboard. Stock levels maintained by Louise Munson.
Promote and engage in asymptomatic testing	<p>All staff can access the voluntary Lateral Flow Device testing programme. The issue and ordering of tests as well as the recording of results is maintained in school.</p> <p>Covid Coordinator manages any positive cases, including communication, close contact communication, bubble closure and provision of remote education.</p> <p>Staff to test twice-weekly at home and report results to NHS reporting line and to school admin via Google form.</p> <p>If they test positive, they should access a PCR test via 119.</p> <p>Reporting and record-keeping procedures are in place to manage the issue of tests and results.</p> <p>Procedures are in place to manage positive cases, including communication, bubble closures, liaison with PHE and remote education provision.</p> <p>Staff will be requested to administer and report outcomes of tests the evening prior to being in work to enable SLT to action close contact communication re self-isolation etc.</p>
Promote and engage with the NHS Test and Trace process.	<p>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.</p> <p>Admin staff liaise with the staff member / adult and record keeps outcomes of tests.</p> <p>Admin liaises with PHE for advice and further action / engagement with Test and Trace.</p> <p>Louise Munson will be responsible for monitoring PPE stocks and reordering if necessary.</p>
Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.	<p>Swift action to be taken. Liaise with PHE as and when a case occurs. Records kept by admin. Positive case must self-isolate for minimum of 10 days. Close contacts to self-isolate for 10 days. If they develop symptoms, they must advise school and access a test.</p> <p>Head of School liaises with PHE to determine need to close bubbles or premises / instigate remote education provision / close classrooms / ensure deep cleaning and fogging.</p>
Contain any outbreak by following local health protection team advice.	<p>Liaise with PHE as and when a possible outbreak occurs. Schools with two or more confirmed cases within 14 days may have an “outbreak”, and should call the dedicated advice service via the DfE’s helpline. Head of School will consult with PHE and take advice re bubble or school closure. HoS will communicate advice to all relevant stakeholders.</p> <p>Where a bubble or school needs to close, remote education plan will be implemented. See contingency planning section below.</p> <p>The pupil or staff member who tested positive for coronavirus (COVID-19) must self-isolate for 10 days and can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This</p>

	<p>is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.</p> <p>Evidence of negative test results or other medical evidence before admitting pupils or welcoming them back after a period of self-isolation cannot be requested.</p> <p>In the event that a parent or carer insists on a pupil attending school, we can take the decision to refuse the pupil if, in our reasonable judgement, it is necessary to protect our pupils and staff from possible infection with coronavirus (COVID-19). Any decision would need to be carefully considered in the light of all the circumstances and current public health advice.</p>
<p>Transport:</p> <ul style="list-style-type: none"> - Dedicated school transport considerations - Wider school transport considerations 	<p>Home to school LA taxi service to resume.</p> <p>DC has sought assurance from transport of their procedures.</p> <p>Admin staff made contact with family to ensure they have taxi service in place if needed.</p>
<p>Attendance:</p> <p>Attendance will be mandatory for all pupils of compulsory school age from 8 March.</p>	<p>Attendance is mandatory. Letter sent communicating expectation</p> <p>School attendance will be mandatory for all pupils from 8 March.</p> <p>The usual rules on school attendance apply, including:</p> <ul style="list-style-type: none"> • parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age) • the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct
<p>It is likely that some pupils, parents and households may be reluctant or anxious about attending school.</p> <p>Discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks.</p> <p>Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.</p>	<p>Teachers and SLT will identify pupils / parents that may be anxious and reluctant about returning, make contact the week prior to reopening and maintain support during return period.</p> <p>SENCO will liaise with parents and medical professionals of ECV pupils to ascertain need for shielding / attendance of pupil and siblings.</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 	<p>PSA to support reluctant / anxious parents and families, providing bespoke services as well as general and SEN/anxiety virtual coffee mornings</p>

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	.
<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>
School Workforce: <ul style="list-style-type: none"> - CEV staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this - CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission. - Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home. 	<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, BAME and pregnant staff.</p> <p>These members of staff will be advised to maintain 2m social distancing between themselves and other adults 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>Staff crossing bubbles to be kept to a minimum. Wraparound staff can maintain 2m distance as held in hall / distancing can be maintained.</p> <p>All clinically vulnerable staff expected to carry out roles – all met with HoS to confirm and remind of safety protocols.</p>
Supporting staff: <ul style="list-style-type: none"> - All employers have a duty of care to their employees, and this extends to their mental health. 	<p>Plans to be shared with staff, including risk assessment reviews. Opportunity to ask questions, seek clarification provided.</p> <p>SLT to regularly check in with all staff on an ongoing basis. Online suggestion box promoted to enable staff to share concerns and positives.</p> <p>Positive parent feedback widely shared.</p> <p>Wellbeing checks to be held weekly as part of staff meetings.</p> <p>Wellbeing Champion training booked to introduce further initiatives.</p>

	Trust wellbeing initiatives: <i>Weekly Wellbeing Lunch, re-introduction of suggestion boxes and Trust wellbeing champion network meeting. Tiredness & Fatigue workshop, Well at Work for Managers Training and Wellbeing Champion training to take place this academic year. Ongoing support from the Council wellbeing team, weekly 5 ways to wellbeing update, monthly Health Champion newsletters, access to the county network meetings, and logins for their external wellbeing website.</i>
Staff deployment: <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. Agree any changes to staff roles with individuals - ensure that you continue to have appropriate support in place for pupils with SEND. 	<p>Staff allocated to class bubbles (see below). Movement between bubbles kept to a minimum. Some staff will work from home for some / all of week - Rachel Moseley / Terri-Anne Old.</p> <p>Staffing in place for SEND pupils, including supply provision pending recruitment</p>
Deploying support staff and accommodating visiting specialists <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. ADPR trackers, IBPs and RAs reviewed in advance. Personal contact / bespoke support provided to some families with SEND children. Catch-up intervention staff and NTP will support SEND pupils as well as other disadvantaged.</p> <p>EHCP pupils will be provided for in line with their plans.</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>Any visitors must be pre-booked and engage with or track and trace procedures as well as our protective measures as above.</p>
Recruitment	Any recruitment processes to be undertaken remotely

<ul style="list-style-type: none"> - Recruitment should continue as usual 	
Performance management	SLT will conduct PM mid-term reviews by end of Spring Term. There are currently no concerns.
Supply teachers and other temporary or peripatetic teachers <ul style="list-style-type: none"> - Schools can continue to engage supply teachers and other supply staff during this period 	Supply teachers kept to a minimum. When needed, book supply staff via Teaching Personnel – preferred agency. 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. Supply staff must be supplied with risk assessment prior to starting work.
Expectation and deployment of ITT trainees <ul style="list-style-type: none"> - We strongly encourage schools to consider hosting ITT trainees 	ITT trainee in place according to DfE guidance. Deployed with class teacher – single bubble
Staff taking leave <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 	Staff should be available during term time as usual. There is a risk that where staff travel abroad for a legally permitted reason, their return travel arrangements could be disrupted due to coronavirus (COVID-19) restrictions and they may need to quarantine on their return. Staff are requested to advise Head of any intention to travel abroad.
Other support <ul style="list-style-type: none"> - Volunteers may be used to support the work of the school, as would usually be the case 	Existing volunteers to be contacted to ascertain availability. Assess any vulnerabilities (UHCs / BAME) and risk assess suitability to support. If available, risk assessments must be shared with all volunteers.
Safeguarding <ul style="list-style-type: none"> - Schools must continue to have regard to the statutory safeguarding 	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>guidance keeping children safe in education.</p> <ul style="list-style-type: none"> - Consider revising your child protection policy to reflect the return of more pupils. This should be led by your designated safeguarding lead. - Designated safeguarding leads and their deputies will need time to: - support staff and pupils with new safeguarding and welfare concerns - handle referrals to children's social care and other agencies where appropriate 	<p>Subsequent addendums shared. Any further addendum to be supplied by CCE Safeguarding manager and shared with all staff.</p> <p>Safeguarding risk assessment meetings to continue to take place on a fortnightly basis.</p> <p>Supervision of Dep DSLs and PSA to continue. CPD - 25/02/21</p> <p>DSLs to regularly check in with staff supporting vulnerable pupils and act speedily when welfare concerns raised. Continue to work with social care and other agencies.</p>
<p>Pupil wellbeing</p> <p>Consider using pastoral and extra-curricular activities 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>Staff to be mindful of the need to promote and support rebuilding of relationships and social engagement as well as focus, stamina and resilience in learning. The priority for the first few days will be reconnecting with each other - proving social time through play, lots of collaborative learning and talk. Time outside will also be important, whether it be social / play or outdoor learning, as being outside promotes good physical and mental health.</p> <p>Staff to provide opportunities for social engagement and collaboration within lessons, opportunities to talk and regular physical activity. Use of check-in boards, time to talk, draw and talk, TIS approaches, breakout and nurture rooms.</p> <p>Teachers can access the free MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement.</p> <p>2 TAs will offer physical and SEMH interventions / 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>PSA will support families remotely, providing pastoral support and advice and virtual coffee mornings / time to talk for families with additional needs. 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</p>

	<p>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>TIS screenings to take place towards end of first half-term</p>
<p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.</p>	<p>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 providing an Autism / SEN parent support group, which will be led by the SENCo and PSA. Participants will meet online, via Zoom.</p> <p>All classes will have a staff member trained in Draw and Talk and Emotion coaching techniques.</p> <p>TIS interventions can resume with appropriate risk assessment.</p>
<p>Catering</p> <ul style="list-style-type: none"> - We expect kitchens to be fully open and normal legal requirements will apply to the provision of food for pupils, including ensuring food meets the standards for school food in England. 	<p>Hot meals in place provided by Caterlink.</p> <p>Meals to be provided in flight trays and eaten in classrooms in KS2 (no children to collect from hall). EYFS/KS1 on rota system / separate bubbles in hall. Tables cleaned between sittings.</p> <p>Children to be seated side by side.</p> <p>Cutlery at lunch time to be handed out to children by adult / no bubble crossover.</p>
<p>Estates</p> <ul style="list-style-type: none"> - It is important that you undertake all the usual building checks to make the school safe. If buildings have been closed or had reduced occupancy, water system stagnation can occur due to lack of use. 	<p>No significant changes planned.</p> <p>Building checks to be undertaken as usual, including fire safety. Compliance checks up to date, including Legionnaire's check.</p> <p>Class sizes to remain as normal.</p>

<ul style="list-style-type: none"> - It is important that, prior to reopening all the usual pre-term building checks are undertaken to make the school safe - There is no need for class sizes to be adjusted from the usual size. 	<p>Fire works to begin as planned in Easter holiday.</p> <p>Fire Drill to be undertaken within 10 days of reopening</p>
<p>Educational visits</p> <ul style="list-style-type: none"> - We advise against all educational visits at this time. This advice will be kept under review. 	<p>No residential or other educational visits to take place at this stage.</p>
<p>School uniform</p> <ul style="list-style-type: none"> - We would encourage all schools to maintain their usual uniform policies. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. - Uniforms do not need to be cleaned: <ul style="list-style-type: none"> • more often than usual • using different methods - Taking a mindful and considerate approach may help parents who have difficulty obtaining uniform items or are experiencing financial pressures. 	<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>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>On days when children have PE, they will be requested to come to school in PE kit and school jumper, negating the need to bring extra bags into school.</p>
<p>Extra-curricular provision</p> <p>From 8 March, you should work to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training. We will amend the Health Protection (Coronavirus, Restrictions) (All Tiers) (England) Regulations 2020 to allow for</p>	<p>Wraparound provision to be offered. Strict booking system / record keeping system, in place to enable identification of bubble members.</p> <p>Wraparound to be run in the hall to prevent cross-contamination of resources etc in classrooms / allow for cleaning to take place in classrooms and toilets.</p> <p>Pupils in phase bubbles and sat in 4 different areas or hall to adhere to social distancing requirements. All windows to be open, outdoors utilised when possible.</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. 1 staff member working until 6pm (with SLT support) and 2 until 4:30pm and 2 members of staff to be working in breakfast provision. Staff members must adhere to strict social distancing.</p>

<p>this. Vulnerable children can attend these settings regardless of circumstance. You should advise parents that where they are accessing this provision for their children, that they must only be using this, where:</p> <ul style="list-style-type: none"> - the provision is being offered as part of the school's educational activities (including catch-up provision) •the provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution • the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group 	<p>Parents have received the following summary of procedures:</p> <ul style="list-style-type: none"> • The use of the provision available for parents when <i>'it is necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group.'</i> • 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. • Both morning and afternoon sessions will run in the school hall. • Pupils will be grouped into 'bubbles' within the hall. • 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. • 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 arrival and collection, we will ask your child to sanitise their hands with hand sanitiser. • 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. 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. All crockery etc will be cleaned in the dishwasher and any food rubbish will be bagged and disposed of daily. 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. Resources will be allocated for session and quarantined for 72 hours after the session, indicated by clear labelling. 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>
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	No extra-curricular clubs to be provided but aspiration is that this will be offered in Summer term. Aim to provide bubble clubs.
<p>Teach an ambitious and broad curriculum in all subjects</p> <p>You may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances</p> <p>For pupils in EYFS, You may consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, if you think this would support your children following time out due to coronavirus (COVID-19). 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. For Reception, consider how all groups of children can be given equal opportunities for outdoor education.</p> <p>For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the</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 writing skills can be consolidated in the context of other curricular subjects.</p> <p>Maths, Vocabulary, Writing, Reading and Phonics will be main focus areas. 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>In EYFS, the 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>Phonics – Phonics to be a priority from day 1. Assessments to take place during w/b 8th March in YR – Y3 to assess current attainment and identify specific gaps and enable 1:1 / group intervention as well as teaching groups. There will be daily phonics (Read Write Inc) teaching for all pupils in YR, KS1, LKS2. In KS1, pupils will be streamed into ability groups made up of pupils from 1, 2 or 3 KS1 bubbles to enable the efficient and impactful teaching of phonics to KS1 children.</p> <p>Individuals will be targeted for catch up intervention. Speed sounds for reading and writing will be supplemented by opportunities to apply phonics in writing via continuous provision activities in YR and KS1.</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>Reading – there will be many opportunities to read throughout the day: whole class reading, class book read, opportunities in continuous provision, guided reading. Accelerated Reader Staff assessments will take place and the programme implemented as soon as possible.</p>

<p>curriculum so they read widely, and developing their knowledge and vocabulary. You should ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.</p>	<p>Teachers will be encouraged to track back, check understanding and ability, move on and keep rigorous assessment records to promote accelerated progress.</p> <p>Maths – using White Rose 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 times-table activities will also be prioritised in KS2 and 99 club will continue to support key number facts knowledge is secured. In maths, Hands On Maths can be used to plug specific gaps and/or pre-teach concepts for identified individuals / small groups.</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. Teachers may select key components on which to focus if entire topic cannot be covered due to time constraints / prioritising.</p> <p>PE and RE must be taught weekly.</p> <p>RE –focussing on discussion-based lessons, evidencing in Deepening Spirituality books, with some written outcomes in books</p> <p>PSHCE / RSHE - Priority area of curriculum with clear coverage following the new Cornwall Council/Brook scheme of work. We will prioritise RSHE content based on the needs of our pupils, with particular attention to the importance of positive relationships, as well as mental and physical health – see MindEd resources for support with mental health education.</p> <p>Music, Science, PE and practical subjects can be taught in adherence to protective measures. For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene. Indoor PE can be taught in the hall with social distancing etc in mind - smaller groups are preferable.</p>
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<p>Plan on the basis of the educational needs of pupils</p>	<p>We will use a range of means of assessment and record-keeping to identify those children that need intervention and how to facilitate this. Methods of assessment include whole class, online quizzes, observation, marking (inc. whole class marking) and pupil conferencing. 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>In addition, phonics assessments to take place during first week of return, Accelerated Reader Star assessments as soon as possible and NFER assessments within 4 weeks of return. These will serve to identify gaps in learning and enable us to target individuals appropriately.</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. - You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls. - For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene. 	<p>Physical activity and time outdoors will continue to 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 and iMoves, 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 whenever possible. When the hall is used for whole class lessons, pupils must engage in activity, distanced from each other and side by side where possible, therefore groups of no more than 15 are preferred (half a class). The hall may be used for small groups (i.e Funfit) as this minimises the risk. Surfaces must be cleaned after use. 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 Summer term and will look to engage external providers as long as they can ensure they will meet our risk assessments and procedures. Any providers will be DBS checked.</p>

<ul style="list-style-type: none"> - 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. 	
<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>Through assessment, we will identify individuals that may need additional support</p> <p>Catch up plan in place. Catch up plan in place and staffing secured. NTP programme to commence 8/3/21, face to face. Phonics catch-up to commence w/b 15/3/21, following assessment on return. Accelerated Reader to be implemented as soon as possible following reopening</p> <p>NFER assessments to take place towards end of term to inform pupils that need further support, informing any adjustment / review of Catch-up plan.</p>
<p>Behaviour expectations</p> <ul style="list-style-type: none"> - Set out clearly the consequences for poor behaviour and deliberately breaking the rules. You should also set out how you will enforce those rules including any sanctions, especially for any restrictions on movement within school and new hygiene rules. - Lack of routine, and classroom discipline may contribute to disengagement for some pupils returning to school. This could result in an increase in poor behaviour. Consider what sanctions or consequences are appropriate for poor behaviour and whether additional support should be put in place for these pupils: 	<p>Behaviour policy in place - needs to be shared and reminded on pupil return, including Rules for Life and Rules for Health.</p> <p>Staff will be reminded of expectations and procedures for dealing with behaviour, particularly when pupils deliberately break the rules.</p> <p>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. SLT will support in dealing with challenging behaviour and action planning to prevent recurrences. Any disciplinary suspension or expulsion of a pupil from a school, even for short periods of time, must follow the statutory procedure. 'Informal' or 'unofficial' suspensions, such as sending pupils home 'to cool off' for part of the day are unlawful, regardless of whether they occur with the agreement of parents or carers.</p> <p>CPD has taken place to enable staff to support pupils that have experienced trauma, including Emotion Coaching training. Further training to take place to enable Draw and Talk to be delivered in every class by staff member in each bubble. Wild Tribe / TIS interventions to recommence, depending on assessed need and ensuring risk assessments followed.</p>

<p>Contingency planning For individuals or groups of self-isolating pupils and pupils who are shielding following government guidance related to coronavirus (COVID-19), remote education plans should be in place. You should continue to operate as normally as possible. In the event that restrictions in schools are needed to help contain the spread of the virus, you may be asked to revise your delivery models for a short period of time.</p>	<p>Remote Education Plan in place for pupils that need to self-isolate. Use Oak National Academy / BBC Bitesize / other resources and identify these to align with weekly in-school planning.</p> <p>The format used to set learning and receive submissions of work will be Class Dojo.</p> <p>Printed resources can be made available for collection and devices can be made available for loan.</p> <p>Materials / activities to be age/stage appropriate and regular check-ins with vulnerable / SEN children would take place.</p> <p>Full details held within Remote education plan, including expectations, resources and platform – Class Dojo. Devices provided for any pupils that need them so they can access work and submit it for assessment and feedback.</p> <p>Depending on any future restrictions/PHE advice, we would follow the guidance and likely implement a staff rota in place to cover key worker / vulnerable pupils as well as Remote Education support.</p> <p>In the case of a bubble or school closure, DSL will undertake an emergency safeguarding risk assessment, in liaison with Deputy DSLs, and identify welfare and support provision.</p>
<p>Assessment You should continue to use assessment during the summer term, using past test papers if you wish. This will inform teaching, enable you to give information to parents on their child's attainment in their annual report, and support transition to secondary school.</p>	<p>Phonics assessments to take place during first week back to inform groups / teaching. Accelerated Reader Star assessments as soon as possible. NFER tests to take place within 4 weeks of returning to assess gaps and future support needs. Ongoing informal assessments will determine those needing in the moment or keep up support.</p> <p>End of year NFER tests and past papers will assess attainment at end of year in order to enable report to parents and to assess further support needs.</p>
<p>Ofsted Routine, graded Ofsted inspections remain suspended for the spring term. It is</p>	<p>Prepare for a possible section 5 inspection in the summer term.</p>

intended that these inspections will resume in the summer term. We are continuing to keep the inspection arrangements under review.	
Lateral Flow Tests	<p>All staff in school will have access to these tests (see information above)</p> <p>On Sunday 28 February, the Department of Health and Social Care announced that from Monday 1 March, households with primary school, secondary school and college age children, including childcare and support bubbles, can test themselves twice every week at home as schools return from Monday 8 March. Households, childcare and support bubbles of primary, secondary and college staff can also be tested. The twice-weekly test kits can be accessed:</p> <ul style="list-style-type: none"> via employers if they offer testing to employees at a local test site by collecting a home test kit from a test site by ordering a home test kit online <p>We will not give test kits to parents, carers or household members. Parents have been provided with this information and we will issue any further information or letters as soon as we receive from the DfE.</p>

School Provision & Staffing	Number in group	Entry / exit points	Drop off, then wash hands/register	Sinks	Activities	Wash hands	Activities	Wash hands	Wash hands / eat Lunch in class			Pick up and staff to leave asap to aid cleaning
YN – THV – BH, CA, DM	Up to 24	Nursery gate Nursery door	8:30 12:15	Nursery							11:45-12:15 Lunchbreak cover: PD/NW	11:30 3:15
School Provision & Staffing	Number in group	Entry / exit points	Drop off, then wash hands/register	Sinks / outdoor play area (when wet)	Activities	Break with TA / teacher Wash hands	Activities		Wash hands / eat lunch / wash hands inc teacher or TA break – 30 mins	Outside break with TA or teacher break	Wash hands / Register, then afternoon provision	Pick up
Stars – RB / SJ	22	Reception side door (near main reception)	8:45	YR KS1 playground	8:45-10	10-10:15	10:15-12:45		12.45-1:15	1:15-1:45	1:45	3.00
Rainbows – VO, CF / JR	23	Reception side door (near main reception)	8:45	YR KS1 playground	9 – 10:30	10:30-10:45	10:45-12:45		12.45-1:15	1:15-1:45	1:45	3:00
Notes	YR is one bubble (year group) due to small classroom size for Stars and use of outdoor space. Breakout space – Nurture room											
School Provision & Staffing	Number in group	Entry / exit points	Drop off, then wash hands/register	Sinks / outdoor play area (when wet)	Activities	Break with TA / teacher Wash hands	Activities		Outside break / Wash hands / eat lunch / wash hands Inc TA break – 30 mins teacher break – 30 mins	Wash hands / Register, then afternoon provision	Pick up	
Doves / Y1 – OD & RC	30	Top KS1 gate Doves external door	8:30	Wet area 1 KS1 playground	8:45-9:45	9:45-10:00	10:00-11:45		Lunch 11:45-12:15 Outside break 12:15-12:45	12.45-2:45	2:45	
Fish Y1/2 – RJ/BH & KS + LB	30	Top KS1 gate Fish external door	8:45	Wet area 2 KS1 playground	9-10	10-10:15	10:15-12:15		Lunch 12:15-12:45 Outside break 12:45-1:15	1:15-3:00	3:00	
Lambs Y2 – GL & VP + GA	30	Top KS1 gate Lambs external door	9:00	KS1 toilets KS1 playground	9:15-10:15	10:15-10:30	10:30--11:55		Lunch 12:15-12:45 Outside break 12:45-1:15	1:15-3:15	3:15	

Other notes	Breakout space – ‘moon room’ KS1 playground									
School Provision & Staffing	Number in group	Entry / exit points	Drop off, then wash hands/register	Sinks / outdoor play area (when wet)	Activities	Break with TA / teacher Wash hands	Activities	Outside break / Wash hands / eat lunch / wash hands Inc TA break – 30 mins teacher break – 30 mins	Wash hands / Register, then afternoon provision	Pick up
Pelicans – Y3 – TN and KC	30	Main car park gate / side gate Pelicans external door	8:30	LKS2 toilets / KS2 playground	8:45-9:45	9:45-10:00	10:00--11:45	Break – 11:45-12:15 Lunch 12:15 – 12:30	12:30-2:45	2:45
Phoenix – Y4 – TK / TH & TM / KBS	30	Main car park gate / side gate LKS2 external door	9:00	LKS2 toilets / KS2 playground	9:15-10:15	10.15-10.30	10:30-12:30	Break - 12:45-1:15 Lunch 12:30-12:45	1:15-3:15	3:15
Peacocks – Y3/4 – VN & AF	30	KS1 gate / Peacocks external door	9:15	LKS2 toilets / KS2 playground	9:30-10:30	10:30-10:45	10:45-12:15	Break – 12:15-12:45 Lunch 12:45-1:00	1:00-3:30	3:30
Other notes	Breakout space – Haven Playground – KS2 playground									
School Provision & Staffing	Number in group	Entry / exit points	Drop off, then wash hands/register	Sinks / outdoor play area (when wet)	Activities	Break with TA / teacher Wash hands	Activities Inc TA break – 30 mins	Outside break / Wash hands / eat lunch / wash hands teacher break – 30 mins	Wash hands / Register, then afternoon provision	Pick up
Angels – SE & JP/RD	30	KS1 gate / LKS2 playground door	9:00	Haven / top playground (NB – if Haven in use, use LKS2 sinks)	9:15-10:15	10:15-10:30	10:30-12:15	Break – 12:15-12:45 Lunch 12:45-1:00	1:00-3:15	3:15
Faith – KM & JW / KD	30	Main car park gate / side gate / KS2 top playground door	9:15	Classroom / top playground	9:30-10:30	10:30-10:45	10:45-12:30	Break - 12:45-1:15 Lunch 12:30-12:45	1:15 – 3:30	3:30

Hope – Y6 – AM & SR	30	Main car park gate / side gate / Hope external door	8:45	Classroom / top playground	9:00-10:00	10:00- 10:15	10:15-11:45	Break – 11:45-12:15 Lunch 12:15 – 12:30	12:30-3:00	3:00
Other notes	Breakout space Outside UKS2 / Outside Haven Top playground									

First Aiders

TAs start 15 minutes before class arrive. Start / finish times: 8:15-3pm / 8:30-3:15pm / 8:45-3:30pm

Phase	Lunchtime support	Admin etc
YN	PD - YN – 11:45 – 12:15pm / NW – 11:45-12:15pm	DC – HoS /DSL – Head's office
YR / KS1	CS – lunchtime support 11:45-1:15 – hall	TH / RJ – AHs – job share
	MD - lunchtime support outside 12:15-1:15 – EYFS/KS1 playground	SC / LM – admin – in school.
KS2	PD - lunchtime support outside 12:15-1:15 – KS2 playground	RM – SENCO working 3 days pw in school / 2 days pw at home – own office
	RD / KD – lunchtime support outside 12:15-1:15 – KS2 top playground	TAO – Weekly PSA/safeguarding/ welfare calls etc – working from home (1 day p/w in SENCO office as needed)

Drop-off times / locations

	EYFS	KS1	Main car park
8.30	Nursery / Stars	Doves	Pelicans
8.45	Rainbows	Fish	Hope
9.00		Lambs & Angels	Phoenix
9.15		Peacocks	Faith
12.15	Nursery		

Collection times / locations

	EYFS	KS1	Main car park
11.30	Nursery		
2.45	Stars	Doves	Pelicans
3.00	Rainbows	Fish	Hope
3.15	Nursery	Lambs & Angels	Phoenix
3.30		Peacocks	Faith



Whole School Staffing Timetable – 2020-21

	<u>Mon am</u>	<u>Mon pm</u>	<u>Tues am</u>	<u>Tues pm</u>	<u>Weds am</u>	<u>Weds pm</u>	<u>Thurs am</u>	<u>Thurs pm</u>	<u>Fri am</u>	<u>Fri pm</u>
BBeebies Tracey Hawk-Vango (PPA - Fri pm)	BH CA	BH CA	BH CA	BH CA	BH CA	BH CA	BH DM	BH DM	BH DM	BH DM
Stars Becky Burr (PPA – Thurs pm)	SJ	SJ	SJ	SJ	SJ	SJ	SJ	JR SJ	SJ	SJ
Rainbows Vicky Oliver (PPA – Thurs pm)	CF JR	CF JR	CF JR	CF JR	CF JR	CF JR	CF JR	CF KBS	CF JR	CF JR
Little Doves Oliver Deadman (PPA – (Thurs pm)	RC	RC	RC	RC	RC	RC	RC	RC	RC	RC
Little Fish Bex Jane M-T/ Beth Horwell W-F (PPA – Thurs pm)	KS	KS	KS	KS	KS	KS	KS	KS	KS	KS
Little Lambs Gail Lowe (TIS – Tues pm / PPA – Thurs pm)	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
Peacocks – y3/4 Vicky Nagy (PPA – Weds pm)	AF	AF	AF		AF	AF	AF	AF	AF	AF
Phoenix – y4 Tom Keyes M-T / Tom Hobbs W-F (PPA – Weds pm)	TM KBS	TM	TM KBS		TM KBS	TM	TM KBS	TM	TM KBS	TM
Pelicans - Y3 Toby Nicholas (PPA – Weds pm)	KC	KC	KC	KC	KC	VP KC	KC	KC	KC	KC
Angels Sophie Edney (PPA – Tues pm)	JP	JP	JP	TM JP	JP	JP	JP	JP	JP	JP
Faith Kerri Moore (PPA – Tues pm)	JW KD	JW KD	JW KD	JW KD	JW KD	JW KD	JW KD	JW KD	JW KD	JW KD
Hope Amy Mewton (PPA – Tues pm)	SR	SR	SR	AF SR	SR	SR	SR	SR	SR	SR

BB Kids

Based in the hall / access via main reception

Consistent bubbles – parents must book places monthly in advance and pay for the sessions they use via Parentpay

	Mon	Tues	Weds	Thurs	Fri
7.30-8.30	RD	RD	RD	RD	RD
7.45-8.45	KS	KS	KS	KS	KS
3.15 – 6.00	TM	AF	AF	RD	AF
3.15-4.30	PD				PD
3.15-6.00	RD				
3.00-6.00		LH	LH	LH	NW
3.00-4.30		NW	NW	NW	
Admin - 3.15-5.15				AF	

Wild Tribe

Mon – planned by RB from w/b 15/3/21	Tues – planned by SR/RB from w/b 15/3/21	Weds – planned by RB from w/b 22/3/21?	Thurs – planned by GA from w/b 15/3/21	Fri – planned by RB from w/b 22/3/21?
Y5 – KBS/RD MA / RP / JO'B / KT EB / AP / JFA	Y6 – SR / RD HW / JW / NL / RS RC / MP / NF	Y4 – KBS ME / ST / RH / LH	Y2 – LB & KBS CJ / WH / SL / YP	Y3 – KBS / KC MMC / WS / MB / EP / JC
	YR – KBS		Y2 – GA MS / FV / EE / OH / LW/ AMc	
		KBS – LKS2 PE support		KBS – LKS2 PE support



Lunch breaks and cover



	11:45-12:15	12:00-12:30	12:15-12:45	12:30-1:00	12:45-1:15	1:00-1:30
Staff room (5)	Tracey HV Beth Chloe / Daisy Andy		Summer Rachel D Keira Jo		Vicky N Julia Katie X X	Vicky O Becky
Moon room (3)		Sam C		Lou		
Ks1 kitchen (4)	Oli		Kim Gemma Vicky P Rachel C		Gail Beth / Bex Liz	
Haven (3)			Tracey Anna Kirsty			
Nurture room		Sam Chantal Jade				
Class (pupils out on break)	Amy Toby		Sophie		Tom / Tom Kerri	
Own space	Rachel Debbie					

..... = space available

Please note that Angels will be washing hands at 12:45 in Haven prior to them having lunch!

Please note that KS1 use Moon room until 12pm.

Please ensure surfaces cleaned after use.

Playground cover

Nursery	11:45-12:15 – Nicky & Papiya
Hall	11:45-1:15 - Kaz
KS1	12:15-1:15 – Mo / KS1 TAs
LKS2	11:45-12:15 – Kirsty 12:15 – 1:15 – Papiya / Tracey & Anna
UKS2	11:45-12:15 – Summer and Katie 12:15-1:15 – Nicky, & Julia (Katie in Faith) / 12:45-1:15 – Nicky, Jo and Rachel D