



Albemarle Primary School Return Plan

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In line with the Department for Education's instruction, it is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the Autumn Term - Wednesday 2nd September 2020



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

"We are asking schools to prepare for all pupils to return full-time from the start of the autumn term, including those in school-based nurseries. Schools should not put in place rotas.

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

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

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

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

Many of the protocols and procedures that were implemented during the Summer Term will remain the same in the Autumn Term (in line with the school's Risk Management Plan – Appendix 1) with the expectation that they will become further embedded so that children who did not attend in the Summer Term are able to quickly and effectively adopt the measures.

It is a legal requirement to review and update the previous risk assessment. All protocol and procedures are aligned to the school's Risk Management Plan, which has been updated using Government and National Education Union (NEU) guidance:

'Guidance for full opening: schools' (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction>).

'*Planning Guide for Primary Schools, Coronavirus Crisis Workplace Check list*' (<https://neu.org.uk/planning-guide-primary-schools>)

The following plan outlines relevant detail from the government's guidance with further detail about how Albemarle Primary School will adopt measures and ensure compliance to the statutory elements within. The aim of this plan is to minimise the risks, whilst acknowledging that we can't negate them entirely. This document has 5 sections:

- 1.) Public Health Advice to Minimise Coronavirus (COVID-19) infection.
- 2.) School Operations
- 3.) Curriculum, Behaviour and Pastoral Support
- 4.) Assessment & Accountability
- 5.) Contingency Planning

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

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

System of controls

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

Prevention:

- 1)** minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, **do not attend school**
- 2)** clean hands thoroughly more often than usual
- 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.

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

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

Systems of control	Action
<p>Prevention</p> <p>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</p>	<p>If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 7 days, <u>they are not to attend school</u>. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again before the Autumn Term.</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. This 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>Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms</p> <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space where they can be monitored and supported until they are collected by their parents or carers. The room that the child utilised will be immediately cleaned and the children/adults will wash their hands thoroughly for 20 seconds.</p> <p>In terms of PPE, a fluid-resistant surgical face mask (type IIR as provided by the Local Authority) should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace.</p> <p>There will also be a designated toilet and room assigned to children who fall ill. Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing both gloves and a mask.</p> <p>The designated isolation spaces/toilets are as follows;</p> <ul style="list-style-type: none"> - Disabled toilet – Lower School Office - Meeting Room – Lower School Corridor - Disabled toilet – Upper School Corridor - Purple Room – Upper School Corridor <p>The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 14 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of your bubble – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive. Whether or not the whole bubble will close is dependent on the conditions of the day, rather than waiting for a test result.</p> <p>Cases of COVID-19 should be reported to:</p> <p>Public Health England South London Health Protection Team, Floor 3C Skipton House, 80 London Road, London, SE1 6LH</p> <p style="text-align: right;">TEL: 0344 326 2052 0344 326 2052 (Out of hours)</p>

<p>Prevention</p> <p>2. Clean hands thoroughly more often than usual.</p>	<p>Adults and children are to wash their hands on the following occasions:</p> <ul style="list-style-type: none"> - Entry to school - Before/after break times - Before lunch - When they change rooms - Before leaving school - Anytime that they visit the toilet or cough/sneeze in to their hands. <p>Additional hand sanitisers have been purchased and are stationed in each classroom as well as additional hand sanitisers at appropriate points in school i.e. the reception desk for visitors and staff upon arrival and other frequently used staff areas.</p> <p>Where children are struggling to wash independently they will receive appropriate support.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year, when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of our culture and behaviour expectations.</p>
<p>Prevention</p> <p>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</p>	<p>In September, catch it, bin it and kill it will be promoted and children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown in to the lidded bins in each classroom using the foot-pedal to open the bin and their hands must be cleaned afterwards.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers, they will need an individual risk assessment to ensure measures can be put in place to reduce the risks.</p> <p>The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p>
<p>Prevention</p> <p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>	<p>At various intervals (as per the cleaning schedule), adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom anti-bacterial wipes to wipe down surfaces if required.</p> <p>Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings). This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.</p>
<p>Prevention</p> <p>5. Minimise contact between individuals and maintain social distancing wherever possible.</p>	<p>The purpose of 'bubbles' is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Albemarle will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible.</p> <p>Planned September transition will be limited. Children will need to return to their new Classteacher on the first day in September.</p> <p>Grouping the Children</p> <p>There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result.</p> <p>The DfE guidance reads as follows:</p> <p><i>"In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups."</i></p> <p>In order for school to offer a curriculum that is best-placed to support our children, bubbles will be in year groups. The reasons for this are as follows:</p> <ul style="list-style-type: none"> ➤ This will allow for the closest return to normal school circumstances, supporting children's anxieties and Social, Emotional and Mental Health.

- All children will be able to be considered for catch-up interventions now that teaching support can work across the entire year group. There would not be enough adults to support individual class bubbles.
- As a split site school, there are 4 year groups on each site.
- Staggered entry/exit times and break/lunch times can be managed more effectively in year group bubbles rather than having 16 individual start/finish times. This measure would reduce that to 4 start/finish times.

Within the government guidance, it recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. This has implications for NHS Test and Trace should there be the need to contact parents of children as a result of a positive case. The guidance also advises that siblings may be in different groups and encourages schools to use measures as best they can as it will still reduce the network of possible direct transmission.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum. Members of SLT are assigned to phases to minimise movement between the whole school.

Measures within the classroom

Adults are to educate the children about social distancing between one another whilst inside and it is expected that adults will model best practice.

Children with additional needs should receive as much support as normal but adults are to be extra vigilant and if they feel the need to wear PPE they are able to do so.

Classrooms need to be adapted to support distancing where possible. If tables are used, they should face the front and children should sit side-by-side, not facing one another nor side on. Classrooms will be prepared as such ready for September.

Measures elsewhere

There will be no whole-school events where children and adults are required to congregate. Assemblies will be virtual via Google Meets.

Use of the staff room should be minimal. The staff room will remain open to adults, however strict social distancing must be in place to reduce the risk of infection.

Measures for arriving at and leaving school.

The start and end time of school will vary for each Year Group bubble:

LOWER SCHOOL			UPPER SCHOOL		
Bubble	Start	End	Bubble	Start	End
Year 2	8:30	3:00	Year 3	8:30	3:00
Year 1	8:40	3:10	Year 4	8:40	3:10
Reception	8:50	3:20	Year 5	8:50	3:20
Nursery	9:00	3:30	Year 6	9:00	3:30

Staggering entrance/collection will ensure that the adults and children on site can distance appropriately and it will reduce the risk of children coming in to contact with children from other bubbles. The gap between the first and last time has been reduced from 50 minutes to 30 minutes in an attempt to support parents of multiple children.

Parents are to be encouraged to walk to school where possible as Princes Way is now closed to traffic in the mornings and afternoons. If children cycle or scooter to school, then they are to use the allocated areas to store their bike/scooter securely.

A video will be shared with parents outlining the expectations for pick up and drop off. This will ensure understanding and limit and back log of parents queuing to pick up and drop off their children. Parents mustn't congregate at the 'drop-off' point, they must instead arrive on time and then depart. This will be monitored by the member of Senior Leadership Team on duty.

Drop off:

Parents must arrive on time for entry to school, they must not arrive early or late. In the instance that parents have children in more than one year group, parents may wait with their children on Princes Way, strictly following social distancing from other parents and children. Parents will be asked to drop off and leave.

Pick Up:

Again, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. Both classes will be lined up by the school gates with their teacher. The teacher will call the child whose parent is first in the line and they will leave following the one way system marked on the pavement.

Teachers will not be available to speak to unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely and quickly leave their care. Parents can contact teachers through the office if they have a query or concern.

School Office

The school office is not to be accessed by parents unless through prior arrangement via a call or email. The office will not be open for parents to drop-in to. The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can obviously still call and receive support over the phone or via email.

Other considerations

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Likewise specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of school procedures and they must adhere to them. An A4 reference sheet will be provided alongside the normal safeguarding procedures.

Where contractors can attend outside of school hours they should. If that is not possible, they should follow all procedures as determined by school.

A record of all visitors must be kept to support NHS Test and Trace.

In terms of classroom resources, for regularly used stationery, children will all have their own individual set that is not to be shared. Other classroom resources can be used within the bubble but should be cleaned following use.

Outdoor equipment will be distributed into Year Group bags/boxes to ensure that it is appropriately cleaned and that multiple groups do not use it simultaneously.

For PE lessons, children are expected to wash their hands before and after the session with equipment wiped down between each group.

Pupils should not bring anything additional from home. However, children can now take books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours and placed a designated 'Book Return' box in the classroom before being returned to the class/school library.

Teachers can now take books home (and return them freely) to assess or use to support planning etc. This is also true of library books.

Teachers and the SENDCo will plan collaboratively to meet the needs of SEND and EHCP children on a case by case basis.

The school will work in partnership with Local Immunisation providers to ensure that immunisations can take place on site. This will be delivered within the school's current control measures.

<p>Prevention</p> <p>6. Where necessary, wear appropriate personal protective equipment (PPE).</p>	<p>PPE should only be used for two reasons; where an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support).</p> <p>The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:</p> <ul style="list-style-type: none"> - Face masks - Aprons - Gloves of various sizes <p>Children will be made aware that some adults might be wearing PPE,</p>
<p>Response to any infection</p> <p>7. Engage with NHS Test and Trace.</p>	<p>Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so, this will be sent in the first school newsletter.</p> <p>They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the 'stay at home' regulations. Anyone who displays symptoms of coronavirus can and should get a test.</p> <p>If we think that the family of the symptomatic child/adult is unlikely to book a test appropriately, we will provide a home testing kit. We should receive these before the start of the autumn term and they will be stored in the medicine cabinet. Given the potential low numbers of kits, they will only be issued with the agreement of the Head teacher.</p> <p>Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result. If the test result is negative, the child can return to school assuming they would do so under normal circumstances.</p> <p>If the test result is positive, the child and family need to follow the 'stay at home' guidelines. They should only return to school after 10 days self-isolation (from the day they became ill) and if they do not have symptoms other than cough/sense of smell or taste. Other members of their household should self-isolate for 14 days.</p>
<p>Response to any infection</p> <p>8. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.</p>	<p>School should contact the local health protection team:</p> <p>Public Health England South London Health Protection Team, Floor 3C Skipton House, 80 London Road, London, SE1 6LH</p> <p>TEL: 0344 326 2052 0344 326 2052 (Out of hours)</p> <p>If the test result is positive, parents/staff should inform school immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following guidance for households with possible or confirmed coronavirus (COVID-19) infection</p> <p>We must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.</p> <p>The admin team will prepare a report that shows the contact details of each member of the year group bubbles to support the contact tracers.</p> <p>We will inform parents of the infection, but not reveal the name of the infected child/adult.</p> <p>Those contacted or sent home must self-isolate for 14 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go in to full isolation following stay at home guidance and have the test. If the symptomatic child's test is negative, they must continue to isolate for the remainder of the 14 days. If the result is positive, they must inform school immediately and isolate for at least 7 days from the onset of symptoms.</p> <p>We will not (as per the DfE instruction) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.</p>

<p><i>Response to any infection</i></p> <p>9. Contain any outbreak by following local health protection team advice.</p>	<p>Keep in contact with our health protection team.</p> <p>If we have 2 or more confirmed cases within a 14 day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout.</p> <p>This could result in a phase bubble lockdown, a school closure or/and a mobile testing station being established in school.</p> <p>Testing will focus on the affected classes, then their year groups and then the remainder of school if required.</p>
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Section 2: School operations

Aspect of school	Action
<p>Transport</p> <p>There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only by public transport services, we mean routes which are also used by the general public 	<p>Dedicated school transport</p> <p>In the event of Pupils using dedicated school services, these will not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport. Therefore, school trips using coaches can still occur as long as the children travel in their consistent bubbles.</p> <p>If children are travelling via coach to a trip, for example, they are expected to adhere to the systems of control still i.e. good hand hygiene and distancing where possible.</p> <p>School will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.</p> <p>Wider public transport</p> <p>Children should not attend trips or visits if they are required to use public transport to get there. This seems like an unnecessary risk for Albemarle to instigate.</p>
<p>Attendance</p> <p>Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.</p> <p>School attendance will therefore be mandatory again from the beginning of the autumn term.</p>	<p>Attendance expectations</p> <p>We will communicate the necessity of attending school to parents through newsletters, text messages and videos. Where required, we will offer additional pastoral support.</p> <p>Attendance routines will be as before COVID-19 i.e. we will continue to record and monitor attendance and any absence will be followed up.</p> <p>We will engage with families of non-attending pupils and liaise with external agencies as deemed appropriate by the Head teacher.</p> <p>Pupils who are shielding or self-isolating</p> <p>If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. Albemarle will support those parents and discuss these concerns. The parents will be encouraged to seek appropriate medical advice and inform the school.</p> <p>Where children can't attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p>Pupils and families who are anxious about return to school</p> <p>If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance. Videos and key information will be shared with parents prior to September.</p> <p>These pupils are to be identified by school and will be liaised with accordingly.</p>

<p>School Workforce</p>	<p>Staff who are clinically vulnerable</p> <p>Albemarle Primary School has planned to follow the full measures within the guidance, therefore most staff will return to the workplace as normal. Any staff with concerns should speak to the Head teacher.</p> <p>Those members of staff that received a letter to say that they were extremely vulnerable and advising them to shield can also return as normal given that shielding comes to a close on 1st August. However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance.</p> <p>People who live with those who are clinically extremely vulnerable should now follow the same guidance as clinically vulnerable individuals and they can attend school as normal.</p> <p>Staff who are pregnant</p> <p>Pregnant women are in the ‘clinically vulnerable’ category and are generally advised to follow the above advice, which applies to all staff in schools. We follow the usual procedures regarding assessment of risk when employing pregnant staff.</p> <p>For members of staff beyond 28 weeks gestation or with underlying health conditions who may be at greater risk we will follow The Royal College of Obstetrics and Gynaecology guidance: occupational health advice for employers and pregnant women.</p> <p>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</p> <p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report,</p> <p>These staff can return to school in the autumn term as long as the system of controls set out in this guidance are in place.</p> <p>Deploying support staff and accommodating visiting specialists</p> <p>As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason. This will continue to be reviewed by the Senior Leadership Team.</p> <p>Supply teachers and other temporary or peripatetic teachers</p> <p>Supply teachers will not be used to cover classes in the first half term.</p> <p>Music Teachers will be permitted to teach various groups of children assuming that they are able to follow stringent distancing also. These will need to be consistent people, not changing week-to-week. Music lessons will be staggered with 15 children taught at a time.</p> <p>Staff taking leave</p> <p>The government has set a requirement that people returning from some countries will be required to quarantine for 14 days.</p> <p>Where staff are required to quarantine after returning from holidays, they need to understand that any period of absence is not authorised given that they are knowingly becoming absent from work. No home-working role is available to those adults therefore staff would be determined as being absent without leave.</p>
<p>Safeguarding</p>	<p>All existing pre-covid safeguarding measures will return as normal. However the safeguarding lead will need to be allocated additional time to ‘catch-up’ with those children requiring additional pastoral support as a result of prolonged absence from school.</p>

Catering	The school kitchen is open and hot dinners will be available as normal. Year Group Bubbles will be assigned half hour sittings to eat their lunch. Tables and seats will be wiped down between each sitting.																																																
Lunch and break times	<p>Midday supervisors will continue to support the supervision of lunchtimes but they will be allocated to year group bubbles to oversee.</p> <p>Each year group will have 30 minutes in the school hall to eat and 30 minutes outside to play in a designated zone of the playground to avoid contact with other bubbles.</p> <p>A rota will be drawn up to ensure that all break and lunch times are adequately staffed and that bubbles do not mix.</p> <p>On some occasions, staff will be required to help to supervise the children whilst they eat and then support in cleaning the room before children go out for their playtime.</p> <p>Whilst children are outside, members of staff are to have their lunch.</p> <p>Timings:</p> <table border="1" data-bbox="411 680 1503 1025"> <thead> <tr> <th colspan="4">Lower School</th> <th colspan="4">Upper School</th> </tr> <tr> <th>Bubble</th> <th>Break (15mins)</th> <th>Lunch</th> <th>Break (15mins)</th> <th>Bubble</th> <th>Break (am)</th> <th>Lunch</th> <th></th> </tr> </thead> <tbody> <tr> <td>Nursery</td> <td></td> <td>11:30-12:30</td> <td></td> <td>Year 3</td> <td>10:00</td> <td>12:00-1:00</td> <td></td> </tr> <tr> <td>Reception</td> <td></td> <td>11:30-12:30</td> <td></td> <td>Year 4</td> <td>10:15</td> <td>12:00-1:00</td> <td></td> </tr> <tr> <td>Year 1</td> <td>10:15</td> <td>12:30-1:30</td> <td>2:15</td> <td>Year 5</td> <td>10:30</td> <td>1:00-2:00</td> <td></td> </tr> <tr> <td>Year 2</td> <td>10:00</td> <td>12:30-1:30</td> <td>2:30</td> <td>Year 6</td> <td>10:45</td> <td>1:00-2:00</td> <td></td> </tr> </tbody> </table> <p>*Children will spend half of their lunch break in the hall and half outside in a designated play area.</p> <p>Reception & Nursery staff are free to decide their break times as they will be in the Early Years area (closed off to other year groups). However these times must be separate to nursery.</p>	Lower School				Upper School				Bubble	Break (15mins)	Lunch	Break (15mins)	Bubble	Break (am)	Lunch		Nursery		11:30-12:30		Year 3	10:00	12:00-1:00		Reception		11:30-12:30		Year 4	10:15	12:00-1:00		Year 1	10:15	12:30-1:30	2:15	Year 5	10:30	1:00-2:00		Year 2	10:00	12:30-1:30	2:30	Year 6	10:45	1:00-2:00	
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Nursery		11:30-12:30		Year 3	10:00	12:00-1:00																																											
Reception		11:30-12:30		Year 4	10:15	12:00-1:00																																											
Year 1	10:15	12:30-1:30	2:15	Year 5	10:30	1:00-2:00																																											
Year 2	10:00	12:30-1:30	2:30	Year 6	10:45	1:00-2:00																																											
Estates	<p>Michael (Premises Manager) will conduct the normal pre-term building checks as per the existing schedule of work.</p> <p>Teachers need to ensure that classrooms have good ventilation (open windows and doors).</p> <p>Teachers to ensure that classrooms are set up with children facing forwards in pairs.</p>																																																
Educational Visits	<p>There will be no Y5 residential trip in the autumn term, which will be cancelled as per DfE instructions regarding overnight school trips.</p> <p>Local School Trips are permitted to resume however the risk of compromising the integrity of bubbles by mixing with other schools attending venues or using coaches that have also been used by other schools, does not seem conducive with guidance. There will be no school trips of any kind for the first half term and this will be reviewed by the Senior Leadership Team in October 2020.</p>																																																
School Uniform	All children will wear their usual school uniform. On days that children have P.E, children will be expected to wear their PE kit.																																																

Extra-Curricular Provision	After school clubs will not take place for the first half term and this will be reviewed in October 2020
Wraparound care	<p>Wraparound care is permitted to commence.</p> <p>This will begin week commencing 14th September 2020.</p> <p>Children attending wrap around care will ideally be kept in separate year group/key stage bubbles in the hall. The hall will be organised into sections. This might not be possible due to limited staff numbers and children attending therefore will need to remain in small consistent bubbles, observing very good hand hygiene.</p>

Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
<p>Curriculum expectations</p> <p>The key principles that underpin government advice on curriculum planning are:</p> <p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	<p>We apply our curriculum model in its fullest and identify gaps in core learning that need to be negated over a period of time.</p> <p>Our staffing structure has been restructured for September 2020 to incorporate additional capacity to provide intervention for those year groups that have less time to 'catch-up'. However, we will have a period of adjustment in September that will focus on practicing core skills in Reading, Writing and Mathematics from the previous year group.</p> <p>During this period, children will be reminded of all of their hard work during the previous year and our expectations will be made clear to all.</p> <p>Our September 2020 curriculum will be as planned and will be regularly monitored to ensure it offers the best possible learning opportunities for the children, in line with the School Development Plan Objectives.</p> <p>We will return to the teaching of all subjects in the Autumn Term.</p> <p>Formative assessment will be used to a greater extent so that teachers can tailor the learning journeys. Summative assessments are planned for the end of the autumn term in line with the school's Assessment policy.</p> <p>Remote education (Google Classroom) will become more of a homework tool, this will be used to subsidise what children do in school and enhance the home learning offer to ensure children have as much support to 'catch up' as possible.</p> <p>The Relationship and Sex Education element of our new curriculum will be planned and consulted on with parents shortly after the summer holiday. There is now leeway to defer the implementation of that curriculum content until the Summer Term 2021.</p>
<p>Specific points for early years foundation stage (EYFS) to key stage 3</p>	<p>For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</p> <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</p>
<p>Music</p>	<p>Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments, this should not happen in groups of more than 15 and when it does take place, children need to be side-by-side and not facing one another. This has implications for our music curriculum and adjustments will need to be made.</p>

<p>Physical activity in schools</p>	<p>PE lessons are still to take place. Where possible, they are to take place outside as transmission of the disease is reduced in the outdoors.</p> <p>The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p> <p>Our PE teacher can still be used to deliver PE sessions as long as they also follow the protective measures.</p>
<p>Catch-up Support</p>	<p>The Government have announced a package worth £1 billion to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most.</p> <p>Albemarle expects this funding to be around £30,000 and has created a strategy document (similar to Sports Premium and Pupil Premium) to outline how this money is being spent to best support our pupils.</p>
<p>Pastoral support (Pupil wellbeing and support)</p>	<p>The pastoral (SLT) team will ensure that appropriate materials are on hand to support children's wellbeing. PSHE/PATHS sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Where issues arise, Gemma Briggs is to be informed so that specific interventions can take place. Gemma will need to ensure that she distances appropriately during meetings (outside preferably) given that she will be required to work across phases.</p>
<p>Behaviour expectations</p>	<p>The climate and culture needs to remain one of high expectations and respect for one another in line with the school's core values.</p> <p>The school's behaviour policy will be applied as normal with designated members of the Senior Leadership Team available to support staff as and when required.</p>

Section 4: Assessment and accountability

Aspect of school	Action
<p>Inspection</p>	<p>For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations set out in this document, and will not result in a judgement. A brief letter will be published following the visit. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public. In addition, Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding.</p>
<p>Primary Assessment</p>	<p>All statutory assessments (other than the Reception Baseline) will take place in the academic year 20/21 in accordance with the usual timetables. The tests are as follows:</p> <ul style="list-style-type: none"> • 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>Albemarle Primary School will prepare for these tests in the same manner as has been done in previous years.</p>

Section 5: Contingency planning for outbreaks

Aspect of school	Action
<i>A local outbreak</i>	If school is made aware of a local outbreak, the PHE health protection team or the local authority may advise school to close. Preparations will be made by way of a contingency plan so that learning can still continue and the community can remain safe.
<i>Remote education support</i>	<p>Albemarle Primary School needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown.</p> <p>Our immediate response will be the following:</p> <ul style="list-style-type: none"> ➤ Children are to take home their individual stationery packs and a home learning exercise book. ➤ Adults will share live lessons via Google Classroom (in line with the school's remote education policy) that follow school's curriculum sequences. ➤ Teachers will deliver 20 minute inputs for 3 lessons each day via Google Meets ➤ Children will be able to take photos of their learning, complete tasks on Google Documents and upload to the Google Classroom page so that teachers can monitor progress and offer supportive feedback if appropriate. <p>Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning. Teachers may wish to use resources from Oak Academy and BBC Bitesize to supplement their teaching approaches.</p> <p>Where children do not have devices, they will receive an electronic device from school under the terms and conditions of the school's loan agreement. Efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household. These families will be prioritised.</p> <p>The principles for delivery will be as follows (but subject to review/change):</p> <ul style="list-style-type: none"> ➤ Children will receive learning opportunities for a range of subjects each day, which will follow the learning time tables that are communicated with parents on the day. ➤ Learning will be sequenced as per our current curriculum model. ➤ Lesson delivery will be supplemented through curriculum resources such as Oak National / BBC Bitesize. ➤ Work will be checked through uploads to Google Classroom or via Google Meets ➤ Teaching Assistants will have logins and support teachers in providing feedback to children. ➤ Teachers will be available via Google Meets for drop in sessions as timetabled within the home learning letter so that they can further tailor the learning because of feedback. ➤ Lessons will be of the equivalent length of a normal school day. ➤ Learning content that specialises in SEND will be offered accordingly, alongside packages made available through the learning support team. ➤ Planning Preparation & Assessment time (PPA) will be allocated as appropriate by the Senior Leadership Team and this will be communicated with parents. ➤ Staff will be trained on the protocols for live lessons, home learning, safeguarding and recording attendance during periods of home isolation. ➤ Children that do not engage with learning or do not log in will be report to the senior leadership team, who will contact parents. <p>The expectations for home learning is outlined in the school's home learning policy and letter to parents.</p>
<i>Laptops and electronic devices</i>	In the event of a local lockdown, we will follow guidance to ensure that laptops and electronic devices are sourced for children in Year 3-6. We will also look at provision for disadvantaged children from Reception to Year 2 as a priority.