

Action Plan and Risk Assessment

Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the full opening of the school and ensure the school continues to operate in a safe way from Monday 8th March 2021. (Version 1)

All staff have put this plan together and it is everyone's responsibility to read and adhere to the plan.

Section one and two Preventative measures and school operations	Systems, control measures and procedures	Issues or triggers	Further action required	Completed actions/date
Building, facilities and general health and safety	<p>Premises and utilities have been health and safety checked and building is compliant.</p> <ul style="list-style-type: none"> ➤ Water treatments ➤ Fire alarm testing ➤ Repairs both inside and out ➤ Painting and decorating ➤ Grass cutting ➤ PAT testing ➤ Fridges and freezers ➤ Boiler/ heating servicing ➤ Any other statutory inspections ➤ Insurance covers ➤ Deep clean across school ➤ Outside checks <p>Please note fire exit procedures discussed and agreed in line with where children are being taught and where staff could be working. Entering and exiting the building for children will also be part of discussions and reinforced with children.</p>	<p>Return to full opening for all children and staff could cause stress and all risks may not have been identified.</p> <p>Electrical updates continuing as all children return could be areas children are working.</p>	<p>Carry out a full opening premises inspection – with SLT including deep clean check with caretaker. 05/03/2021. All staff to go through, agree plan, and then share with Governors and unions. Put Plan onto website 05/03/2021 unions and put on web site.</p> <p>Electric updates works to continue throughout premises. Electricians maintain all safety measures in and around school and areas out of bounds when they are working. Electricians consistently adhere to social distancing and do not stay in areas staff are working in and they continually liaise with head teacher Important to note the electricians being twice weekly tested. Areas out of bounds to staff and children and any exceptional work to be completed when children and staff not in. All electricians aware of</p>	<p>Walk around check at end of day 05/03/2021</p> <p>05/03/2021</p> <p>Discussions ongoing during work.</p> <p>Ongoing</p>

		Other contractors maybe needed in school may not know school procedures.	Risk Assessment and procedures needed to stay safe. SLT to discuss expectations with contractors coming into the school.	Ongoing
			Reminder to contractors about signing in and out and if entering car park or school this needs to be monitored during playtime and lunchtime.	Ongoing
	Classes re organised due to full opening. Front facing tables in rows with distance between staff and pupils. Clear access to fire exits. Seating arrangements remain in rows and children remain in class group bubble.	Too much furniture and limited space for interventions. Social distancing needs to be reinforced for all staff during teaching times. Continue to reinforce this with everyone.	Removal and storage of excessive furniture in learning areas. Support staff when working with children need space in which to do so and no interventions to be carried out if limited space or in break out areas as too many in thoroughfare.	05/03/2021
	Offices reorganised to enable safe movements and safe access of front desk. Parent/carers requested to wear masks whilst in the main reception area or maintain social distancing. Ensure numbers limited in office areas to maintain social distancing as this is also a thoroughfare. (Numbers are dependent on the size of the space). Third admin and SLT area now identified in new PPA room.	Overcrowding at peak times e.g. first thing on a morning. Overload of phone calls at peak time. Parent/carers in reception area. Staff requesting items, resources from office and small cupboard at various times.	Systems for parents accessing front desk and use of small office window to support this along with signage and distancing processes. Staff requests system to be recorded/requested at end of each day on post it notes and provided where possible following day. Admin/SLT to access cupboard and pass on resources.	Ongoing with restricted access to school Ongoing Daily as required.
	All staff and children back in school from 08/03/2021 and it is vital that communal spaces are accessible whilst enabling everyone to maintain social distancing rules.	Staffrooms become too overcrowded preventing social distances being maintained by staff.	Extra staffroom (staffroom 2) with all necessities accessible including large fridge and microwaves. Rotas to be put in place for break times	08/03/2021 and ongoing

		Too many staff to manage staff meetings.	Access to second staffroom can be back through science corridor. Varied approaches to staff meetings and CPD through use of various areas.	08/03/2021 and ongoing
	<p>Entry and exit routes to school and around the building are in place including any physical changes and/or signage (including one way system) required in place to allow social distancing and avoiding any bottle necks or crossovers. – need to be put back in new carpeted area – 05/03/2021.</p> <p>All staff need to know procedures at gates and it needs to be consistent – when parents are allowed onto the yard before children can be let go from the line.</p> <p>Three staff to be at gate/on yard at start of day on daily basis and all staff out at end of the day.</p>	<p>There is one main entrance and bottlenecks likely at entrance to school. Social distancing difficult to maintain. EYFS have their own entrance gate once through the main gate though this is quite narrow.</p> <p>Possible overcrowding at gates and on entry to main reception area at peak times</p>	<p>Main entrance also leads into car park, which will help with entrance and exit to school. This needs to be supervised at all times and no access is allowed into or out of school.</p> <p>Parents to collect EYFS children first then older children. All parents to walk around yard as they collect children to prevent congestion at gate area. Head teacher on yard to speak to any parents if need arises to avoid staff being approached.</p> <p>All staff and parents to follow one way system this includes EYFS and adults not accessing the classes other than through the gate this will include exiting this way so gate not to be locked and needs adults covering here at various times.</p> <p>No one to enter car park from 8.20 staff to monitor and move on parents dropping children off at gate entrance in cars making it unsafe for children and adults.</p>	<p>Gates open 8.35</p> <p>Then again 2.45 for EYFS 2.50 for rest of school – children on yard for 2.50</p>

			Green gates of car park closed at 8.30 and not opened before 3.35 pm.	
Emergency evacuations – fire and other	<p>Fire drills and emergency evacuation procedures and routes to be in place, agreed with staff, and shared with pupils.</p> <p>Reinforce the importance of the need of staff to sign in and out on leaving and entering the school grounds at all times.</p> <p>Children will line up outside facing forwards in single file and will be distanced from other classes – they will line up in their class bubbles. When reoccupying the building, following an evacuation, entrance back into the building will be staggered to maintain social distancing and using fire exits. Sanitiser dispensers will be in use to support this. All PEEPS updated accordingly and shared.</p>	<p>Clarity in where to go on yard needed for all staff and pupils</p> <p>Can be unsettling for very young children just beginning EYFS.</p> <p>Bottlenecking at EYFS gate during fire evacuation.</p>	<p>Numbers set out on fences linked to rooms and classes in school. Safety drill to be carried out during first week and will continue as normal on half-termly basis.</p> <p>Staff to ensure children have an understanding of reason for fire alarm and that it is very loud so everyone can hear it.</p> <p>Staff need to maintain safe pace in getting children out of EYFS area.</p>	Ongoing linked to fire plan.
Cleaning, hygiene routines and Waste disposal	<p>Enhanced cleaning regime is in place in line with COVID19 and ongoing.</p> <p>Cleaning of tables and eating areas between bubbles needs to be tight. Crossovers from one-year group to another could be a challenge.</p>	<p>Only using hall for lunches and not gym as this is not good for eating in could prove to be challenging to manage.</p>	<p>Continue with staggered lunchtimes and lunchtime staff to support the process more than previously with head and other staff. Possible rotas with other staff where needed.</p>	Ongoing
	<p>Sanitiser stations are set up in and around the yards and there are sanitisers in all classrooms and around the building. Children should also be encouraged to wash their hands especially in EYFS and all children in Playgroup and Nursery should be washing hands on arrival. All children will</p>	<p>Please note: Hand sanitiser can form a barrier if there is a build- up on hands – children and staff should wash hands with warm water and soap at regular intervals to clean</p>	<p>All staff to ensure they wash their hands during their break times. In EYFS easy access to sinks. For children this needs to be done before their set lunchtime whilst still in their bubbles.</p>	Ongoing

	<p>sanitise their hands on entry at designated external sanitiser points and enter the building.</p> <p>Parents and visitors to school (minimal) will sanitise hands before gaining access to the school. (Table set up outside entrance).</p> <p>Staff will be asked to wipe surfaces used in staffrooms after use. There will be resources available in the staffroom, PPA room, and offices. Each room occupied by pupils, will have wipes.</p> <p>Enhanced cleaning schedule implemented throughout the site, ensuring that contact points, work surfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly.</p> <p>Hand towels and hand wash are to be checked and replaced as needed by the cleaning staff.</p> <p>Any contaminated waste/bodily fluids and/or cleaning materials used will be disposed of in the usual way i.e. Yellow bags in Disabled toilet which will be our Medical Room and in there is Yellow Hazardous Waste Bin.</p> <p>Part of the SLT room is identified for where any children who are poorly will sit – within safe distance of others.</p>	<p>off build-up of sanitiser (e.g. once every 5 or 6 times).</p> <p>Separate bottles of sanitiser or wipes may run out leaving class with none at key times.</p> <p>Not having enough toilets in school for children to use separately in bubbles.</p> <p>Use of dishwasher through timetable and person emptying must follow strict hygiene measures beforehand. Cups in staffroom two to be cleaned in sink in then put in dishwasher at end of day. (NOT LEFT IN ROOM or on drainer)</p> <p>Overcrowding of staff toilets.</p>	<p>All staff responsible for accessing wipes, tissues etc from corridor leading to main staff room and in letting Head know when we are running short. There will be a book in which to record this using posit notes.</p> <p>Strict routines to be put in place with staggered playtimes and children going to and from toilets to exercise hygiene rules at all times. Outdoor toilets also to be used. Disabled toilet for changing children and medical for Y1 – Y6.</p> <p>Staggered break times and playtimes should help to manage this.</p> <p>In EYFS staff to access main staff toilets and not go through Nursery for toilet. No access through corridors in EYFS. Staff to use initiative and step out if too many people in toilet and breaks staggered.</p>	<p>Bank of PPE resources available outside SLT office for free access.</p> <p>Toilets limited though access more manageable as changes some classes break and lunchtimes.</p> <p>Ongoing</p>
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	<p>At the beginning of each session, the children will be reminded how to use the hand sanitiser.</p> <p>No food allowed in learning areas or offices at any time and extra fridge provided for staff to store lunches in. No sharing of food unless in sealed packets. No open food left out in staffrooms. No drinks other than water allowed in learning areas. Wipes and cleaning resources on staffroom benches.</p> <p>PPA room to have set timetables</p> <p>All staff to leave learning areas at lunchtimes to avoid children or lunchtime staff seeking them out.</p> <p>Everyone will be reminded of health guidance by following good hand hygiene and cover any coughs or sneezes with a tissue or their elbow, dispose of tissues in bins and immediately wash/sanitise hand after.</p> <p>In order to reduce touch points, classroom doors, windows will be kept open where safe.</p> <p>All staff to have their own coffee for coffee etc. in specific staffroom.</p>			<p>Ongoing</p>
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	All staff bags to be out of classrooms and staff to have own box to put bags in within the in staffrooms for their bags.			
Classrooms	<p>All classrooms Year One to Year Six set up in rows. All to have access to resources in the room or in break out areas.</p> <p>All children and staff will have their own A4 trays with all of their resources and books in them. This will enable more flexibility on where children sit and will support more group work during the teaching and learning. Children need to know where and how to access resources and there needs to be a reinforcement of this.</p> <p>EYFS environment has been organised to avoid children sitting on the floor and resources which are difficult to clean and could possibly be contaminated such as water, sand, collage and playdough, soft toys and most dressing up costumes will no longer be there.</p> <p>Lack of door, supports ventilation and air flow and curtains have not been put back up to reinforce this. Those up should not be closed and touching them should be avoided. In order to reduce touch points, windows and entrance toilet doors will be kept open.</p>	<p>Younger children will find more formal approach hard to manage at times. They will need more movement and bespoke curriculum.</p> <p>Danger of staff falling into whole class teaching all of the time which does not work for our children.</p> <p>Harder for younger children to socially distance. More challenging to social distance.</p>	<p>Carefully planned learning needs to be in place to enable children to be successful and they need a high level of modelling and from the adults.</p> <p>All staff to adhere to a range of manageable and safe assessment for learning processes. Effective assessment for learning approaches vital and need to be supported and reinforced to ensure learning meets needs of pupils.</p> <p>Strong emphasis placed on routines and working outside as well as strict hygiene routines at all times within EYFS.</p> <p>All heating systems have been updated and work completed. Classes need to ensure windows are open due to ventilation.</p> <p>Staff to wear visors in EYFS as social distancing more difficult. Discussed limiting physical contact where possible and maintaining all other safe procedures.</p>	08/03/2021
Staffing	Classrooms and building have been set up to keep all staff safe. Children in class	Keeping groups separate (in bubbles) and through maintaining the social	If staff do need to move between classes and year groups, they should try and keep their distance	Staff signing sheet on arrival

	<p>bubbles and at lunchtimes they are in year group bubbles. All staff to be supporting each other in maintaining social distancing rules to keep themselves and each other safe. Staff to support each other to develop a work-life balance and maintain a positive wellbeing feeling.</p> <p>New detailed curriculum making planning more manageable.</p> <p>Bespoke in house CPD.</p> <p>Group teaching to limit whole class marking and feedback.</p> <p>All staff will need to continue to observe good hand and respiratory hygiene and maintaining social distancing at all times.</p> <p>Classrooms and school set up to reduce the number of contacts between children/children and staff/children staff/staff.</p> <p>Carefully planned shared staff spaces i.e. staffrooms are set up and used to ensure adequate distancing, minimising use of shared staff rooms (although making sure staff still have an adequate break during the day). All rooms must have adequate ventilation.</p>	<p>distance between individuals is vital and everyone must recognise that there are no alternative options. The balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum.</p> <p>Concerns raised by small number of staff not following guidance and Risk Assessment. COVID-19 more likely to spread from adult to adult so staffroom could be a risk area.</p>	<p>from children and other staff as much as they can two metres from other adults.</p> <p>Reminders ongoing and information added to code of conduct in an aim to further reinforce due to number of incidents and positive tests. Use of both staffrooms being alternated and working well.</p>	<p>re no symptoms. SLT encouraging all staff to remind and reinforce social distancing rules at all times.</p>
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	<p>All staff to be part of and to know and follow Risk Assessment and maintain a safe environment for everyone.</p> <p>Everyone with symptoms themselves or in their household do not attend school.</p>			
Clinically vulnerable staff	<p>Advice is that those who are clinically extremely vulnerable or need to shield to work from home – individual processes agreed with staff member and Head teacher and government guidance followed.</p>	<p>Some staff will have particular and personal concerns about the wider opening of school to everyone.</p>	<p>Head to discuss any concerns individuals may have around their particular circumstances in socially distance environment and reassure staff about the protective measures in place.</p>	<p>Ongoing guidance and support being monitored and maintained.</p>
Staff sickness	<p>Sickness procedures as before with staff ringing the head on mobile or school number to inform of reasons for not coming in before 8.15 am. Texts are not acceptable or messages to other staff.</p> <p>When ringing with regards to COVID-19 symptoms staff once spoken to head they then need to follow specific health guidance.</p>	<p>Planning for cover over following days for absent staff could be a challenge.</p>	<p>Staff when off to follow protocol and ring in to speak to head later in day to indicate possible return the following day or not. Head to follow protocol if staff rings in with COVID-19 symptoms.</p>	<p>Continue to follow procedures and guidance.</p>
Leave of absence	<p>Leave of Absence - As would usually be the case, staff will need to be available to work in school from the start of day to end and any appointments to be arranged outside of school time where possible. All staff will need to complete Leave of Absence where appropriate.</p>			<p>Ongoing</p>
Pregnant Staff	<p>Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the advice, which applies to all staff in schools. As social distancing would be much harder or impossible when working with younger age groups, it would not be advised to work in an early years setting from 28 weeks of pregnancy (the</p>	<p>Advice on vulnerable category changes sometimes rapidly.</p> <p>Pregnant staff wanting to work in school rather than home.</p>	<p>Head to continue to monitor for future updates on advice and work with specific individuals following advice from Midwives.</p> <p>Identified safe areas made available for pregnant staff if for</p>	<p>Ongoing</p> <p>Individual need to know basis</p>

	<p>third trimester). Further advice - The Royal College of Obstetrics and Gynaecology (RCOG) has published <u>occupational health advice for employers and pregnant women</u>. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. Staff should seek advice from midwife.</p> <p>Head to carry out a risk assessment for pregnant women in line with the Management of Health and Safety at Work Regulations 1999 (MHSW).</p>		any reason they need to come into school.	and procedures.
Performance Management	<p>School must continue to adhere to the School Teachers' Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers, is linked to performance management. Head expected to use own discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances. Appraisals and performance management for support staff will be carried out in accordance with the employee's contract of employment.</p>	<p>Staff may be unable to meet objectives fully due to lockdowns.</p>	<p>Head to adjust and adapt accordingly when discussing objectives with staff. Review to take place with all staff in spring two and admin appraisals to be completed at this point.</p>	<p>Appraisals completed and to be reviewed later in year.</p>
Recruitment	<p>When recruiting, the school must continue to adhere to the legal requirements regarding pre-appointment checks.</p>	<p>Too many new adults entering building.</p>	<p>SLT to consider staged approach to process.</p>	<p>Staged approach taken.</p>
Pupils	<p>Children to remain in their own bubbles and only extending to year group bubbles. Children now in year group bubbles</p>	<p>Children returning to school after another lockdown will be very mixed and their confidence and may be experiencing a variety of emotions in response to the</p>	<p>Care to be taken in the resettling of all children back to school and time and support given for them to re-adjust to school. We have had a higher number of vulnerable children in school this lockdown.</p>	<p>All processes being followed to keep children safe within school.</p>

	All classes numbered to support transition and fire procedures and processes around school.	coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood.	Important that staff take time to listen to all children.	
	<p>All children to be supported in their arrival and exits to the school. Staff guiding them in and giving them time to adjust back to school. .</p> <p>Planned learning experiences used to help settle children back into their learning. As well as assessments once children are settled to enable work to be planned to meet their specific needs. Continue to plan to meet needs of children. New adjustments to curriculum give greater exposure to learning experiences. High emphasis placed on PSHE and speaking and listening to all children.</p> <p>Children to be taught safety and hygiene measures. Reinforce these measures. Children will need time to be taught routines and procedures now they are all back to school. Emphasis placed on social distancing and staying in their bubbles. Behaviour and expectations and strict hygiene routines.</p>	<p>Children might struggle with remembering new routines and one way systems.</p> <p>Some areas such as corridors may become overcrowded as children and staff re-adjust to systems.</p> <p>Staff not to send children for things and staff to stay within learning areas.</p>	<p>All staff to lead by example of new routines, distancing and one way systems.</p> <p>Continue to maintain one-way systems. Only times when one-way system not in place is before and after children arrive as long as staff adheres to social distancing. In corridor where offices are one way system needs to be flexible. Lunch trolleys only go wrong way to get back to classes.</p>	<p>08/03/2021</p> <p>Ongoing</p>
SEND / Vulnerable / Social Care	<p>Where a child needs close physical support/restraint etc. when PPE should be worn?</p> <p>In educational settings PPE is not the first line of protection and PPE should be used as it would normally unless there are symptoms.</p>	Children putting themselves at risks with little understanding. Staff worried about keeping those children safe.	SEND support staff to work with SLT to identify best ways forward to limit risks. Visors used and other PPE equipment where appropriate as well as other safety procedures.	Ongoing

	<p>When providing intimate care, schools should continue with their normal practice e.g. gloves/apron. The length of time spent with a child should also be considered as well as what you are doing for them. Face-to-face contact is a greater risk so if staff cannot maintain a 2 metre distance, they should follow the PPE guidance.</p> <p>If a child frequently spits there is a risk of transfer, so staff need to take reasonable measures when caring for the individual, e.g. try not to stand face-to-face. It may be appropriate to carry out an individual risk assessment for a child that frequently spits. It's about managing risk and not treating students as though they're highly infectious by using full PPE. Due to the new COVID strain and lockdown, as an extra precaution, all Early Years staff are to wear visors.</p>	Other professionals eager to be in school to assess children.	Limit visitors and use virtual approach where possible.	On individual, need basis.
Managing medical needs, sickness and accidents including changing children	<p>Treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands and PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> ➤ where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at school, and only then if a distance of two metres cannot be maintained ➤ where a child or young person already has routine intimate care needs that involve the use of PPE, in 	Some staff might feel unsure about this.	Where this is the case the adult needs to bring the child to the Head to deal with it and SLT if the Head is not available and as a last resort. Where this is not possible, someone gets the head or SLT to that individual. This can also include another child being sent for SLT as an extreme measure.	Ongoing

	<p>which case the same PPE should continue to be used.</p> <ul style="list-style-type: none"> ➤ High levels of hygiene approaches needed when managing child with diabetes. 			
PPE	<p>Staff should wear the minimum of a face mask if they're unable to keep 2 metres away from the child and wear gloves and apron if they have to comfort the child until the child is collected.</p> <p>PPE is only needed in a very small number of cases. Advice is that children under eleven years of age do not wear masks.</p> <p>Parent/carers entering the school building will be advised to wear face masks/covering.</p> <p>All staff have the choice to wear a mask or other PPE at any time in and around school.</p>	<p>Some staff may feel safer wearing PPE at certain times. This must be respected.</p> <p>Some children will arrive wearing masks.</p>	<p>PPE is available in circumstance felt appropriate or if staff feels safer.</p> <p>Staff to support children in following advice in the removal of facemasks before entering the building.</p> <p>Staff changing children must wear PPE.</p>	Ongoing
Children who are shielding or self-isolating	<p>Children who are requested to shield will not be in school. .</p>	<p>Children may fall behind with learning.</p>	<p>Remote learning accessible for these children and processes for the child will be agreed with the Head teacher</p>	Ongoing on a need basis.
Visitors including supply and key organisations	<p>Head and SLT to ensure site guidance on physical distancing and hygiene are explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors using the signing in processes. Supply staff can move between schools, but we will be aiming to limit this as much as possible as we want to minimise the number of visitors to the school where possible.</p>	<p>Possible site workers or contractors entering without Head or SLT knowing.</p>	<p>No access available without SLT knowing and this information is put on board for all staff to know unless it is a safeguarding situation.</p>	Ongoing

	Public Health would advise that staff work with no more than two different groups per day. Continue to maintain this.			
Catering	The school kitchen will be fully open and normal legal requirements will apply about the provision of food to all children who want it. School kitchens must comply with the <u>guidance for food businesses on coronavirus (COVID-19)</u> . All staff are currently wearing facemasks as limited space in kitchens. The staff here also need to engage in supporting the lunchtimes effectively. SLT to oversee and maintain lunchtimes on a daily basis, keeping children in their bubbles.	Concerns with lunchtime staff maintaining social distancing.	Head to discuss procedures with cook in charge for cleaning and maintaining social distancing with her staff. Kitchen staff to be aware of RA and only to go through the hall and not into other areas. Likewise no staff to enter the kitchen. Lunchtime supervisors on staggered timetable working outside with the children and when in school they wear a facemask.	Ongoing
Deliveries	Signage in place – deliveries as usual. Any deliveries during break times or lunchtimes need to be supervised by office staff to ensure safety of access.	Ensuring gates are monitored for deliveries.	Kitchen to be aware of times of deliveries and access.	Ongoing
Breakfast Club and extra-curricular activities	Breakfast club and after school clubs to be slowly introduced at an appropriate time that enables children to remain safely in their bubbles. School beginning at 8.35 so earlier start. This is under review – breakfast bars.	Children may come into school hungry	Children from Reception to Year 6 getting fruit on arrival to school then all removed from learning areas.	To be reviewed and fruit to continue - ongoing
Uniform	Sale of uniform restricted to Tuesday and Thursday at end of day or can put order in over phone and collect.	Parents eager for uniform and calling at various times to access could increase number of adults in building and be difficult for staff to manage.	Sale of uniform on set nights and times for parents to access at end of day.	Ongoing
Safeguarding	All staff has read the statutory safeguarding guidance, <u>keeping children safe in</u>	Staff unsure of expectations	All staff to read and be aware of the guidance.	Ongoing

	<p><u>education</u>. Staff will discuss processes during the inset day.</p> <p>The Designated Safeguarding Lead and Deputy will provide support over the first few weeks of term, to help support staff and children regarding any new safeguarding and welfare concerns.</p> <p>As numbers have increased with regards children classed as vulnerable due to the family working with social care paramount lines of communication are strong with family and professionals. E-safety - Keeping children and teachers safe during remote education is essential.</p> <p>All school channels used to communicate with children and families on safe basis.</p> <p>Direct families to online advice on Keeping children safe online. https://www.thinkuknow.co.uk/parents/</p> <p>https://www.childnet.com/parents-and-carers</p> <p>https://www.saferinternet.org.uk/advice-centre/parents-and-carers</p>	<p>Incidents occur that staff are worried about.</p> <p>More meetings needed for safeguarding lead</p> <p>Children may access sites that are not appropriate through pop up sites whilst working on their learning.</p>	<p>All staff to be aware of and follow policies and procedures including the use of CPOMS.</p> <p>Use of virtual meetings in place through TEAMS</p> <p>All sites children directed to by school are vetted and safe as a school we are not asking children to make links to sites where pop ups occur regularly such as You Tube. We are also encouraging parent/carers to monitor what their children do when working on line.</p>	
<p>Registers and attendance</p>	<p>Daily attendance registers to be completed am and pm with paper registers being used daily. Register will be ready for afternoon period for teachers to collect. The Head to complete daily DfE online attendance register by twelve noon. The time to</p>	<p>Clarity needed on recording absences from 08/03/2021</p>	<p>Head to find out from team</p>	<p>Ongoing</p>

	complete this is now by 2pm daily there is also an EYFS attendance to complete on weekly basis.			
Educational visits	As normal, we should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, we will need to consider what control measures need to be used and ensure we are aware of wider advice on visiting indoor and outdoor venues. We also need to consult the <u>health and safety guidance on educational visits</u> when considering visits. Currently suspended during lockdown	Seahouses residential previously booked though not sure can take place.	Clarity needed on this once further restrictions of lockdown lifted. May need to consider postponing visit.	TBC
Swimming lessons	As a school we will need to follow swimming guidance from Swim England on school swimming and water safety lessons Risk assessments to be updated once lessons commence.	Parent/carers worried about children going swimming Some children due to medical reasons not able to attend swimming	Ongoing discussions with families and SLT to reassure and explain risk assessments.	Awaiting date for re-opening. TBC
Transport	No travelling planned over first few weeks of children returning. This will be reviewed as next stage of lockdown is lifted.			TBC
Parents, carers, families	<ul style="list-style-type: none"> Reinforce to parents, carers or any visitors not to enter the setting if they are displaying any symptoms of coronavirus. Discourage parents from gathering in the lobby/entrance area or main entrances including gates. Any parent coming into the reception area will be asked to wear a face covering. This will apply if parents are coming into the school to purchase school uniform in the school hall. 	New parent/carers needing to settle new children in Early Years	Staff to wear shields, parents encouraged to wear face coverings.	

	<ul style="list-style-type: none"> If parents ring with concerns advice to be given is Children / adults with COVID symptoms should not go to the GP but should ring 111 or 119 if they have questions. This is to protect other vulnerable people needing GPs 		As a school, we will take all of the usual precautions as with any illness. If a child has symptoms, then Public Health would advise to err on the side of caution and request that the child be tested. Current information shows tests are coming back within 24 – 48 hours.	Systems in place and maintained.
Governors	<p>Approach to communication between Leaders and governors are clear and understood. All Governors to be part of the Risk Assessment and action plan and part of any procedures to be taken.</p> <p>Communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the year.</p>			Ongoing
Communication	<p>SLT following day to day advice from DfE and local authority as well as Government and keeping all staff, Governors and families as informed as possible.</p> <p>Information sharing continues to be done through emails, social distanced discussions with parents and other professionals, Microsoft TEAMS phone calls and school website. School website being updated.</p>	Some parent/carers may need further support	Restricted times agreed when children and staff have left school to support any problems.	Ongoing
COVID-19 Symptoms Processes	Vital to 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>Response to suspected / confirmed case of COVID- 19 in school</p>	<p>We must ensure that pupils, staff and other adults do not come into the school if they have <u>coronavirus (COVID-19) symptoms</u> or have tested positive in at least the last 10 days and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). Like all schools we must follow this process and ensure all staff are aware of it.</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 <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>, which sets out that they should self-isolate for at least 10 days and should <u>arrange to have a test</u> to see if they have coronavirus (COVID-19). 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. Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p> <p>If a child is awaiting collection, they should be moved, to the SLT room, where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision, a window should be opened for ventilation.</p> <p>If it was not possible to isolate them, they should be moved to an area which is at least two metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the pupil while they await collection if a distance of two metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>In an emergency, call 999 if someone is seriously ill or injured or their life is at risk.</p> <p>Any members of staff who have helped someone with symptoms and any children who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace.</p> <p>Everyone must wash their hands thoroughly for twenty seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned thoroughly after they have left to reduce the risk of passing the infection on to other people.</p> <p>If there is a child in school who has symptoms and the parent does not take that child for a test, Public Health’s view is that would bring into question the wellbeing of the child and should trigger a school’s safeguarding mechanism which may involve contacting the Health Protection Team (HPT).</p> <p>Please note: Routinely taking the temperature of children is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p>
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Engage with the NHS Test and Trace process

Everyone in school must ensure they understand the NHS Test and Trace process. It is important that staff members and parents/carers understand that they will need to be ready and willing to:

- book a test if they or their child are displaying symptoms. Staff and children must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet.

Home test kits should only be offered to individuals in the exceptional circumstance that they have developed symptoms while at school and you believe they may have barriers to accessing testing elsewhere. If they are under 18 this kit should be given to their parent or carer. The best and fastest way for students or staff to access a test is to visit a testing site

Essential workers, which include anyone involved in education or childcare, have priority access to testing.

In school, we will have a small number of home testing kits which we can give directly to parents/carers collecting a child who has developed symptoms at school, or staff that have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice is provided alongside these kits.

Schools should ask parents and staff to inform them immediately of the results of a test and follow this guidance.

1. If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
2. If someone tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days.

Manage confirmed cases of coronavirus (COVID-19) amongst the school community

As a school we must take swift action when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). We must contact the local health protection team. This team will also contact us as a school directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.

The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

The health protection team will work with us as a school in this situation to guide us through the actions they need to take. Based on the advice from the health protection team, we must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within one metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within one to two metres for more than fifteen minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we must keep a record of children and staff in each group, and any close contact that takes places between children and staff in different groups (see section 6 of the system of control for more on grouping pupils). This should be a proportionate recording process. We do not need to ask children to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

A template letter will be provided to us as a school, on the advice of the health protection team, to send to parents and staff if needed. We must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting 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 10-day isolation period). Their household

	<p>should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u></p> <p>As a school we should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, we can take the decision to refuse the child if in our reasonable judgement it is necessary to protect the children and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice. Further guidance is available on <u>testing and tracing for coronavirus (COVID-19)</u>.</p> <p>Contain any outbreak by following local health protection team advice</p> <p>If we have two or more confirmed cases within 10 days or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak and must continue to work with our local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other children self-isolate at home as a precautionary measure – perhaps the whole year group. If we are implementing controls from this list, addressing the risks identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with Health services, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>			
<p>Section Three Curriculum</p>	<p>Systems, control measures and procedures</p>	<p>Issues or triggers</p>	<p>Further action required</p>	<p>Further Action completed date</p>
<p>Pupil organisation in getting back into</p>	<p>Key priority is supporting children to adapt to their new routines and supporting them to settle back into the setting and in their class. All children to be supported in being able to follow protective measures and hygiene rule. On arrival use sanitisers and</p>			

<p>school and transition to classes</p>	<p>throughout the day at various times also encourage washing of hands.</p> <p>With the majority of children, the aim will be to minimise the amount of parents in and around the school entrances and encourage them to leave as soon as they have dropped their children off on the main yard.</p> <p>Alongside the settling children back into school in it is important that that staff make time to listen to children and work to make them feel as confidence as they can in being back at or starting school.</p> <p>Staggered breaks will be in place Some basic assessments such as RWInc will be part of the work to help assess where children are with their learning.</p> <p>In EYFS time has been spent supporting children become familiar with the environment and learning experiences with a big focus on supporting their early language and communication skills is essential. Lots of time will be spent developing children’s speaking and listening skills.</p> <p>Consideration has been put into routines and the resources children can access and how they access them safely. Looking at how stories, singing and games can be</p>	<p>Children not yet toilet trained and lots of personal bags being brought in from home. This needs to be avoided and spare clothing replaced.</p>	<p>Parents not to bringing in bags and change of clothing. Spares in EYFS. Routines put in place for going to toilet/washing hands. If not toilet trained parents to put in pull ups and to bring in sealed packs. If problems school to support supply of this.</p>	
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	used to help children to socialise and settle into everyday routines.			
Remote Learning	Systems, control measures and procedures	Issues or triggers	Further action required	Completed actions/date
In school and children accessing learning from home	<p>We aim to deliver a high-quality curriculum to all children whether this is through learning in school or remote learning.</p> <p>Remote learning to be aligned to the classroom curriculum as much as possible. Online learning put onto school website for all children on daily basis and weekly basis for Pre-school children.</p> <p>In the same way as the classroom curriculum, it is carefully sequenced to ensure that children achieve the smaller steps in learning to enable them to move on to the next step. This supports the pupils' understanding as it transfers from their short-term memory to their long-term memory.</p> <p>Ongoing phone calls and emails to families support the smooth running of learning and feedback.</p> <p>The use of vetted and secure websites used in planning for children to access and build upon their learning. This also enables staff to monitor the usage of the sites.</p> <p>Guide staff and families to Remote Learning Policy for further guidance.</p>	<p>Children not understanding the learning.</p> <p>Children and families not confident with the learning especially new learning.</p> <p>Children unsure about how to approach the learning.</p> <p>Children with special educational learning needs not able to access the leaning.</p> <p>Children not sure how they have been successful with their learning.</p> <p>Children not able to access the website, as they have no device.</p> <p>Some families wanting hard copies and reading books.</p>	<p>Staff to plan the learning to build on skills and knowledge and use voice over PowerPoints to support and guide the learning. Giving small systematic guidance and explanations.</p> <p>Staff plan and prepare alternative learning for those finding the main learning too challenging.</p> <p>Clear modelling through the PowerPoints including hard copies for those families that prefer this show systematically how to manage the learning.</p> <p>On-going feedback given to children through use of proforma. Either this is done through emailed to them or hard copies provided on regular basis. This will continue over the first week so children can see how they managed their learning.</p> <p>Laptops were set up and given to families how these are returned will depend on government guidance.</p>	Ongoing

		Families have limited data.	<p>Welfare calls enable this to be organised on a varied time to maintain safe measures are in place.</p> <p>Data SIM cards (Voda phone) given out on request after non-engagement calls to families Additional data available on some networks offered to parents, although only two have requested.</p>	
Curriculum across the school	<p>We aim to continue to teach an ambitious and broad curriculum in all subjects. We recognise pupils' well-being is paramount and many will have gaps to close from the previous term. Alongside the assessments, staff will build on the learning that has been shared with families and children in school over the first few weeks. Teaching time should be prioritised to address significant gaps in pupils' knowledge across the curriculum.</p> <p>We have looked to identify how all subjects can contribute to the filling of gaps in core knowledge and will continue as a school to place a high emphasis on reading.</p> <p>Planning in EYFS will continue to follow the current Development Matters and it will be in with our approach to the curriculum.</p> <p>Staff will be aware of changes to the framework and gradually become familiar with the changes to Development Matters as it becomes accessible later in the year.</p>			Week beginning 08/03/2021

	<p>Planning in EYFS will focus on age-appropriate ways of how they can keep themselves safe, including regular handwashing and using tissues. They will be encouraged to learn and practise these habits through games, songs and repetition.</p> <p>Staying safe EYFS – https://www.pacey.org.uk/working-in-childcare/spotlight-on/coronavirus/supporting-children-in-your-setting-coronavirus/</p> <p>English across the school – agreed texts incorporating non-fiction and poetry on termly basis as well as fiction. Maths – along with catch up information all Year group information. A simple assessment will take place for place value.</p> <p>As soon as possible assessments will take place for RWInc and phonics once children are settled to look at plan for grouping in bubbles. High emphasis placed on reading across the school. Science – new plans for all year groups for each half term which all staff have contributed to. Foundation subjects – all subjects are being adapted to give support to staff to teach in greater depth including range of skills and knowledge to cover. Relationships and health education (RHE) for primary aged children became</p>			
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	compulsory from September 2020, and we are working towards starting to teach this at the start of the summer term 2021.			
PE kits	Kept on pegs where coats would go and send home weekly. Kits will be on pegs in room. PE will be outside and we will re-assess getting changed for PE during first week back at school.	Use of changing room may raise concerns.	This will be assessed once children have returned to full opening. development outside without needing to change.	During week of 08/03/2021.
Coats	On chairs across school Year One to Year Six	If raining coats will be too wet for chairs	Use of pegs where PE kits kept.	Ongoing
Body warmers	All children now have body warmers for in school and for PE, etc. – kept on chairs.	New children arrive and do not have body warmer	More stock now available.	Ongoing
Every day resources	Ensure all children have access to resources and that high levels of hygiene are maintained of hands and resources.	Concerns of high levels of contact with some shared resources.	Resources limited to year group bubbles with no iPads used other than in Year 6 and these are named and wiped down before and after use. Staff using laptops to clean before and after use.	Daily
Things in from home	Children not to bring things in from home other reading folders, which could go in their trays where possible. Staff not to bring things in from home into classes this would include printed work to give out. Staffroom cupboards have been cleared for staff to put bags etc.	This includes bags with spare clothes and nappies which need to be limited or for specific needs of children with SEND.	Staff when accessing these must adhere to high levels of hygiene and PPE.	Daily
Changing and accessing books	Returned books to be put in tray on daily basis when it is time for changing books this and wiped down and those that cannot be wiped down could be left for forty-eight			Daily at appropriate times

	hours before being reallocated to another child. Reading books kept under child's tray and not pegs.			
Photocopier	Use of photocopier to be restricted to SLT and Admin and those using to ensure high level of hygiene.	Staff need resources printed	Email head and this will be sorted.	Ongoing
Use of touch points by staff and access to resources	In order to reduce touch points, classroom doors, windows and toilet doors will be kept open where possible and appropriate. Staff will be allocated resources for use and requests for resources to be done using post it notes.	Staff to continue to wash/sanitise their hands to keep them and others safe.	Hot water and sanitiser provided. Own drawer in main staffroom and white deep trays for all staff in classes/learning areas and offices.	Ongoing
Use of resources in classes and outbreak areas	Resources to support the learning which are used by all children should be shared out where possible and if passing on should be sanitised or placed in the fogger before use.	Limited space in some classes means resources outside in break out areas.	Children to be taught to where to access these resources when needed and to wipe after use. Staff also need to get resources from resource room when needed.	Ongoing
Computer and iPads	Computers – need to be within bubbles and important that children learn to wiping after use. Laptops for teacher use for planning also need to be cleaned. Computing timetable to be available after first week.	Staff accessing straight after another class without being wiped down.	Set timetables agreed and maintained and discuss wiping down before and after.	Timetable week of 15.03.2021
Remote education	Where needed, we will be working to provide this alongside meeting needs of child and guidance. Working towards aligning this as closely as possible with in-school provision.			Where needed
Water bottles	Water bottles for children in school stay on tables and they are cleaned at end of day and filled in the morning by staff. Children are not to fill them through the day as this takes them into other classes to access sinks.	Bottles needing deep cleans.	Rota to be put in place so they can be cleaned in the dishwasher	TBA

	<p>Reception to have them in specific trays linked to colours for easy access with their names on. Nursery children encouraged to drink water at lunchtimes.</p> <p>Staff to keep on their own tables and avoid carrying around other than at break times.</p>			
SEND support and settling in and reviews	<p>Provision for children who have SEND has varied with some accessing and benefitting from partial school closure by small group work others have missed a great deal. Consideration and support is key to re settling pupils.</p> <p>We remain committed to listening to and working with parent carer representatives and specialist SEND organisations, to ensure that all children with SEND meet their bespoke targets.</p>	<p>Children may have regressed and gaps in their learning or ability to access the learning has become a bigger challenge.</p> <p>Some may struggle to settle or manage in class.</p>	<p>Early reviews to take place once children are in school and settled or at an appropriate time to identify further support needed.</p> <p>We have planned to look at further support where it is needed and we have bought in more Educational Psychology time to support children and processes needed.</p>	Ongoing
Working with other agencies for SEND/vulnerable children in school	<p>Professionals from different agencies may need to visit school to meet with Head teacher/children (health care/social care/police/other agencies).</p> <p>Visitors will be allocated an appropriate space/room in line with guidance/procedures by the Head teacher.</p>	<p>These situations should be agreed prior to professionals arriving at school. An unexpected visit may occur.</p>	<p>Head teacher to make decision regarding placement of professional.</p>	TBC
Managing specific behaviour of pupils	<p>We will continually work with staff, children and parents to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.</p> <p>We will work with all children who may struggle to reengage in school and are at</p>			Ongoing

	<p>risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p> <p>If appropriate individual risk assessments to be put in place where appropriate. Shared with parents/carers and appropriate professionals.</p>			
Managing behaviour	<p>As a school, we need to look at current practice of children and avoid children having thinking time in other rooms. As this could potentially cross over bubbles and behaviour needs unpicking. Children should also not be staying in for unfinished work as all need time out.</p> <p>Cubes in the jar can be maintained and this approach works well and needs to be re-instated across the school. With rewards linked to learning and agreed at the start, e.g. time on the meadow, in the MUGA.</p>			Ongoing
Managing areas and resources	<p>No soft toys or use of resources that are difficult to clean in any learning areas.</p> <p>For individual and very frequently used equipment, such as pencils and pens - staff and children have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; will be cleaned regularly, along with all frequently touched surfaces.</p>			Ongoing

	Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles. Fogger will be used where appropriate as additional measure.			
Outside activities during playtime and lunchtime	High levels of hand hygiene should also be in place across the school at all times. This would also apply to learning resources used inside and outside. Children should limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, book bags and books. Children can take books home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.	Use of MUGA and Meadow becomes over numbers with no social distancing	Timetables to be sorted and agreed with regard lessons, playtimes and lunchtimes. MUGA to be used for PE	Week beginning 15/03/2021
Managing marking and feedback	The guidance does not make any specific reference to the marking of work, but does say that 'Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.' Clearly, paper-based books and sheets can't be cleaned, but schools' systems of controls, including working in bubbles, limiting contact, maintaining rigorous hand hygiene and maintaining distancing, will mean that the risk through handling books should be very low, especially if teachers wash or sanitise hands before and after handling them. Where possible, using other forms of	Planning of next steps will be a challenge and SLT have looked at ways of managing this.	Books just used by children should not be placed one on top of the other to be marked. Use of Foggers – timetable for end of day to put into classes.	Ongoing

	assessment, including self-assessment, will reduce the need for paper-based marking. If teachers need to have a look at pupils' work in school, a reasonable mitigation is to wash or sanitise hands before and after marking.			
Section Four Assessment	Systems, control measures and procedures	Issues or triggers	Further action required	Further Action completed date
Assessments in 2020 to 2021	For 2020 to 2021 academic year only - Phonic screen carried out for Y2 – Results 72% passed test.	Worries about children being tested after so much education missed.	All tests no longer taking place	2021
	Performance tables are suspended for the 2020 – 2021 academic year. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. DfE will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. Important to show how strategies and approaches to teaching have been adapted to meet specific needs across the curriculum.			2021
Section Five Contingency and Lateral Flow Testing	Systems, control measures and procedures	Issues or triggers	Further action required	Further Action completed date
Contingency planning for outbreaks	We will use a curriculum sequence that allows access to high quality online and offline resources and teaching PowerPoints that links to the school's curriculum expectations provide printed resources, such as textbooks and workbooks, for children who do not have suitable online	Younger children and some children with SEND may not be able to access remote education or learning packs without adult support and so schools should work with	We will aim to provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources where appropriate.	When and if appropriate

	access. We will set assignments so that children have meaningful and ambitious work each day in a number of different subjects.	families to deliver a broad and ambitious curriculum.		
Lateral Flow Testing	<p>Lateral Flow Testing kits– introduction to schools to allow stricter control measures to ensure safer environment in which to work.</p> <p>The first consignment of tests arrived in school Friday 22nd January. All staff given paper copies and leaflets and discussions held with regards Lateral Flow Testing throughout the week of 25.01.2021 to ensure everyone has an awareness and understanding of process. Risk Assessment reviewed by SLT and sent to staff to add to or raise further questions. Shared and discussed plans and information with Governors on Monday 1st February. Processes discussed with Full Governing Body.</p> <p>Emails sent out to all staff on Monday 1st February with further information and responses to be returned through emails. Packs given out to staff when they are in school over first few days. Head teacher and Business Manager to discuss complete spreadsheet of logging test receipt. Testing commenced on Wednesday 3rd February – all staff to test twice a week at home (Wed and Sunday, unless hours do not suit this arrangement)</p>	<p>Consistent managing of results.</p> <p>Not all staff are working in the building at same time A small number of staff work part time.</p> <p>What if staff do not wish to participate in testing?</p> <p>How to dispose of test waste.</p>	<p>Staff to report to head teacher with results. Head teacher and Business Manager to manage results on spreadsheet – follow regular controls already in place when test shows positive.</p> <p>Only the staff coming into the building (including professional partners) to test themselves</p> <p>Staff will be encouraged, but will be told that is it not mandatory – head teacher to monitor this.</p> <p>All test materials are to be disposed of in regular waste at home.</p>	