



## School Plan – Updated 17-05-2021 in line with Phase 3 of the Government Road Map.

(normal timetable + consistent groupings).

[Updated 17-05-2021](#)

- New Government guidelines apply from 17<sup>th</sup> May
- The plan outlined here:
  - Enables us to deliver the full curriculum to all students
  - Reduces contact and mixing between students
  - Includes the preventative measures outlined by Public Health England have stated “must be in place in all schools, all the time” in order to mitigate the risks and enables all students to return to school full-time.

*Please note that this plan is subject to change depending on the level of risk of coronavirus. We continue to put the safety of our students and staff at the heart of all the decisions we make.*

On Monday 22<sup>nd</sup> February the Prime Minister announced the Roadmap to recovery. Central to this Roadmap is the expectation that: From 8 March, all students should attend school.

*“The Government has always said that returning face-to-face education in schools and colleges is a national priority. The decision to restrict face-to-face attendance in education and wraparound childcare settings has been taken only where it has been absolutely necessary to control the virus and save lives. The Government knows that being in face-to-face education is the best place for students and students. Returning children and young people to face-to-face education is, therefore, the first step in easing this lockdown.*

*There is clear evidence that time out of education can be detrimental to children’s future prospects and earning potential, with implications also for long-term productivity. The Institute for Fiscal Studies (IFS) analysis also found that hours worked among all parents halved in May 2020 compared to 2014-15. Returning to face-to-face education in schools is therefore a priority of the Government, as it will minimise the substantial economic and social costs that have been associated with restricting face-to-face learning.”*

### *Step 3 - not before 17 May*

#### *Social contact*

*As part of Step 3, no earlier than 17 May, the government will look to continue easing limits on seeing friends and family wherever possible, allowing people to decide on the appropriate level of risk for their circumstances.*

*This means that most legal restrictions on meeting others outdoors will be lifted - although gatherings of over 30 people will remain illegal. Indoors, the Rule of 6 or 2*



*households will apply - we will keep under review whether it is safe to increase this.*

*As soon as possible and by no later than Step 3, we will also update the advice on social distancing between friends and family, including hugging. But until this point, people should continue to keep their distance from anyone not in their household or support bubble.*

<https://www.gov.uk/government/publications/covid-19-response-spring-2021/covid-19-response-spring-2021>

## MAIN PRINCIPLES

- PHE advice remains that the way to control this virus is with a system of controls. These controls are categorised under 'Prevention' and 'Response to any infection':
- Prevention: You must always:
  - 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
  - 2) Ensure face coverings are used in recommended circumstances.
  - 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
  - 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
  - 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
  - 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
  - 7) Keep occupied spaces well ventilated.In specific circumstances:
  - 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
  - 9) Promote and engage in asymptomatic testing, where available.
- Response to any infection: You must always:
  - 10) Promote and engage with the NHS Test and Trace process.
  - 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
  - 12) Contain any outbreak by following local health protection team advice.
- For us, in order to minimise contact between individuals, we are using consistent groups as much as possible with most lessons being delivered in tutor groups. To facilitate support and differentiation, English and Maths will have some setting in all year groups. In Years 6-8 some slight variations to groupings are necessary to allow for the full delivery of the curriculum.
- There is a need for larger groupings at break and lunchtime so our 'bubbles' are technically 'year group bubbles'.
- There will be minimal social distancing in classrooms between students, however, the teacher will socially distance by having a non-contact zone at the front of the classroom. Other adults will socially distance through the use of carefully considered mitigating measures. Even where this is not always possible, endeavouring to keep these groups at least partially



separate and minimising contacts between children will still offer public health benefits - it reduces the network of possible direct transmission.

- Students will need to move around the school as we do not have enough classrooms to provide a tutor-base room without compromising the quality of curriculum delivery.
- **The use of face coverings during lessons and during lesson change (around the site and in corridors) is optional from 17<sup>th</sup> May. Any use of face coverings will further reduce the possibility of transmission.**
- NB. There will be some mixing across groups on transport and between siblings. Allocating students to specific sections of the buses will further mitigate against transmission, as will the use of face coverings by all students (not just those aged 11+).
- There are to be no rotas unless there is a local lockdown when we will move to a rota system in line with DfE guidance and as detailed in our remote learning contingency planning.
- We will deliver a full, broad and balanced curriculum.
- All teachers and other staff will operate across different classes and year groups in order to facilitate the delivery of the school timetable. Staff need to move between classes and year groups. They will try and keep their distance from students and other staff as much as they can, ideally 2 metres from other adults. Staff will wear face coverings when moving around the site in corridors, in communal areas and in classrooms where social distancing cannot be observed.

#### BE PREPARED: THINGS TO DO BEFORE SCHOOL

- Students are be required to wear uniform for all days (inc. tie and blazer), except when PE is timetabled. On days when PE is timetabled, students should wear their sports kit: students should wear their PE top and shorts with their Holywell fleece/Rugby top, a pair of jogging bottoms (black if possible) and trainers. On PE days, students can wear a coat or fleece instead of their blazer. We will be mindful of uniform supply issues. Parents must notify us of any exemptions or issues with a written note in the organiser.
- The staff dress code is “smart, business attire”.
- Students need to provide their own equipment (blue/green/red pens, pencils, coloured pencils, ruler, rubber, pencil sharpener, glue stick). Students have been given their own mini whiteboard and whiteboard pen – these should also be carried with them at all times. If students do not have equipment, items can be given to them and/or quarantined after use (NB. Items will need wiping down before being used again). Students unable to provide their own equipment will be provided with a set of materials for which they will then be responsible.
- Students need a reading book and a water bottle.
- Students need a bag as we will not be using lockers for the foreseeable future. Students should keep the contents as light and as minimal as possible as they will need to carry bags with them at all times. In classrooms, bags will be placed under their desks or in a safe storage area.



- Most classrooms will be set out with tables in rows. Where classroom furniture cannot be moved (e.g. DT, Science), students will be seated in as safe a configuration as possible, avoiding direct or close face-to-face seating. There will be a teacher zone marked at the front of the classroom.
- Staff are responsible for the care of their classrooms. Rooms must be tidy and clutter-free. Exercise books are to be stored in drawers/boxes and can be handed out by students. There should be a 'drop-zone' for books and resources in each classroom.
- Staff must plan to keep the use of equipment to a minimum.
- Seating plans are required for each group. Please make sure this is annotated to identify different categories of learner (PP, EAL, SEND). This seating plan must be strictly adhered to and/or updated with any changes as it will be needed to identify students should there be any in-school cases of coronavirus.
  
- **Face coverings:**
  - From Monday 17<sup>th</sup> May, the DfE advice is that “based on the current state of the pandemic and the positive progress being made, the additional precautionary measures put in place from the 8 March for public health reasons are no longer recommended. From 17 May, new advice applies to the use of face coverings by staff, pupils and students in schools and further education in England. This advice is in line with Step 3 of the roadmap.
  - From 17 May, in line with Step 3 of the roadmap, DfE states that face coverings will no longer be recommended for students in classrooms or communal areas, in all schools. Face coverings will also no longer be recommended for staff in classrooms.
  - In all schools, DfE continue to recommend that face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas).
  - The reintroduction of face coverings for pupils, students or staff may be advised for a temporary period in response to particular localised outbreaks, including variants of concern. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission. The Local Action Committee structure (Bronze/Silver/Gold) should be used in such circumstances to re-introduce the use of face coverings. Immediate outbreak response (at the level of individual settings or a cluster of settings) remains for local Directors of Public Health to advise on.
  - We will have a small supply of emergency face coverings in school, however, students should have their own reusable face covering with them. There will be a supply of face masks in every classroom.
  - It is optional as to whether students or staff wear a face covering during their recreation time (at break or at lunchtime) as students are outside and in their year group bubbles.



- Staff may wear face coverings/visors where social distancing is not possible.
- Some individuals are exempt from wearing face coverings and we expect adults and students to be sensitive to those needs. Parents must make a written request for exemption. Where students' parents have requested an exemption, we have yellow exemption lanyards which will be issued to students (some students may already have their own sunflower exemption lanyard).
- Teaching assistants working closely with students will need to wear visors/half visors as a further mitigating precaution.
- Face coverings should continue to be worn by students in Years 7 and 8 when travelling on dedicated school transport to secondary school. Our advice is that all students (inc. KS2) should wear face coverings unless they are medically exempt.
- Safe wearing and removal of face coverings. This involves:
  - cleaning of hands before and after touching – including to remove or put them on
  - safe storage of them in individual, sealable plastic bags between use
  - Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and students may consider bringing a spare face covering to wear if their face covering becomes damp during the day.
- Students must:
  - not touch the front of their face covering during use or when removing it
  - dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin)
  - place reusable face coverings in a plastic bag they can take home with them
  - wash their hands again before heading to their classroom
- We will keep the wearing of face coverings under review.

## TRAVEL TO SCHOOL

- Students are encouraged to walk, cycle or scoot to school.
- There are no facilities for on-site car drop-offs. NB. The site will be closed to all vehicles apart from school transport vehicles at the start and the end of the school day.
- Bus arrangements have been confirmed by BBC/CBC transport.
- Students have been allocated to year group 'zones' on buses and all students must sit with their year group peers.
- School staff will supervise disembarkation when students arrive on site and will board students on the bus at the end of the day.
- Bus drivers will supervise boarding of the buses in the morning at the various pick-up points.



## ARRIVAL

- Herberts' buses arrive 8.40am. Souls' buses arrive at 8.45am.
- Students arriving by bus will remain seated on the bus until disembarked by a member of Holywell staff. Students arriving by bus will enter the site by the Music Room entrance.
- Walkers / Cyclists arrive from 8.50am. Walkers / Cyclists to enter the site via the playground entrance.
- All students go straight to their tutor group classrooms – hands to be sanitised on arrival in the classroom.
- Breakfast Club will continue to be available. NB. Students who attend will be separated into Year group sections of the Gym. Students must not mix across year groups. At 8.45am students will be sent to their tutor group classrooms.
- Tutors will be in classrooms from 8.45am.

## LESSONS

- Rooms will be accessed directly from outside where possible.
- Rooms will be set up in rows; students will be seated side by side and facing forwards, rather than face to face or side on.
- Teacher zones will be marked at the front of the classroom and teachers should maintain a 2-metre distance between themselves and students.
- Teaching assistants should also maintain a 2-metre distance where possible and/or use other forms of mitigation (inc. masks/visors).
- Adults will avoid close face-to-face contact with students and, where staff need to work with students on a one-to-one basis, they will use other forms of mitigation (eg. whole or half face visors). Other strategies for supporting students at a distance include: revised seating arrangements (ie. sitting alongside students, a socially-distanced seat in the teacher-zone), use of mini-whiteboards, etc.
- Staff and students must maintain a distance between each other whilst inside the classroom.
- Unnecessary furniture will be removed out of classrooms to make more space.
- All classrooms are equipped with wall-mounted hand-sanitisers, a pedal bin (in addition to usual recycling and waste bins) and a hygiene kit (with anti-bacterial wipes, hand-sanitiser, gloves and a small supply of emergency face coverings).
- Keeping occupied spaces well-ventilated: Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.
  - When school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.
    - These can be achieved by a variety of measures including:
      - mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation



meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply

- natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air
- natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)
- To balance the need for increased ventilation while maintaining a comfortable temperature, consider:
  - opening high level windows in colder weather in preference to low level to reduce draughts
  - increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)
  - providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform
  - rearranging furniture where possible to avoid direct draughts
- Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.
- Students will be taught mainly in consistent class bubbles/groupings (tutor groups). Additional groupings will be required for practical subjects and to allow some finer differentiation, setting and support in English and Maths; however, groupings will be as consistent as possible.
- Students will have a range of teachers and will come into contact with a range of other adults.
- Students will hand-sanitise at the start of each lesson.
- All lessons will start with silent reading or a short, focussed task to enable an orderly start to each lesson and to allow for any set-up/cleaning needed.
- Equipment and resources:
  - For individual and very frequently used equipment, such as pencils and pens, staff and students should have their own items.
  - 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.
  - Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, staff will either arrange for:
    - cleaning before equipment is moved between bubbles



- allowing equipment to be left unused for a period of 48 hours (72 hours for plastics)
- Where cleaning or disinfecting is not possible or practical, resources will have to be either:
  - restricted to one user
  - left unused for a period of 48 hours (72 hours for plastics) between use by different individuals
- Teachers have designated a 'drop-zone' in their room which students can access to collect and distribute materials and books for the class. Teachers and Teaching assistants may only hand out resources with additional mitigation or before lessons start.
- Students should limit the amount of equipment they bring into school each day, including essentials such as:
  - lunch boxes
  - hats and coats
  - books
  - stationery
- Bags are allowed.
- Students and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.
- Exercise books will be used for classwork.
- Most activities/work will be self-marked.
- Key pieces of work will continue to be marked by staff, however, written tasks may be set as homework so they can be submitted electronically and/or books may need to be quarantined for 72 hours before being returned to students.
- Classroom activities will be modified to ensure that group and paired activities are safe.
- There will be a one-way circulation around the site. Students will need to move around the site in a calm, orderly manner following the designated route, not making physical contact with staff or peers. Staff will hold students in the classroom until the route is clear. Students should not mix with students from other year groups.
- There will be a heightened hygiene and cleaning regime which will be maintained including cleaning of door handles, additional cleaning of toilets [handles, taps, flush mechanisms] and emptying of bins during the day.
- According to the DfE guidance, students do not need access to separate toilets, however, as an additional safety measure, we have allocated toilets to year groups: Year 5 – Year 5 toilets; Year 6 – DT or Gym toilets; Year 7 Main block toilets; Year 8 Sports Hall toilets. DT toilets are for emergency use only.

## **BREAK AND LUNCHTIME**

- Break and Lunchtime are the most challenging times for us and for students. We need students to be co-operative and helpful during these more unstructured times of the day. Exemplary behaviour, kindness and care will





be necessary if we are to be successful in social time. We will all need to work together to ensure everyone is safe, whilst being able to socialise with friends (which we know is something students have really missed during lockdown).

- Break: students will have 15 minutes for break and they will be in their year group bubbles. There will be 5 break teams of 14 adults – 3 per year group and 2 additional teachers in support. Year group areas are:
  - Year 5 area and half of field (or, when the field is not suitable, Year 5 area and nearby classroom).
  - Year 6 half of Field (or, when the field is not suitable, benches in front of the Macfarlan Room and the Gym).
  - Year 7 Playground
  - Year 8 MUGA
- WET BREAK – students will stay in their classroom with their teacher from Lesson 2
- Catering facilities are to re-open – however, the kitchen will only be open at lunchtime and students will need to bring their own breaktime snacks.
- Students will not be allowed to play contact games during free time at break and lunch. Limited ball games will be allowed.

Lunchtime: We will have an hour for lunch and the time will be split between lunch and social time. Hot lunches will be available in the Macfarlan Room. Students eating a packed lunch will be supervised in a designated pair of classrooms. Lunch and free-time will alternate between KS2 and KS3.

	KS2	KS3
First half of lunchtime	<p>Year 6 Hot Lunch students go straight to the Macfarlan Room They eat in Rooms 31/32</p> <p>Year 5 Hot Lunch students line up outside the Macfarlan Room</p> <p>Year 6 Packed lunch students eat in a supervised classroom</p> <ul style="list-style-type: none"> <li>• MBV and CDP go to Room 15</li> <li>• CSG and MF go to Room 16</li> <li>• JF and SJ go to Room 17</li> <li>• GLJ go to Room 34</li> </ul> <p>When these rooms are at capacity, remaining students will be accommodated in rooms 31/32/34</p> <p>Year 5 Packed lunch students eat in a supervised classroom</p> <ul style="list-style-type: none"> <li>• HL, TMP go to the Mac Room</li> <li>• If Mac Room full due to hot dinner students from HL and TMP allocated to other classrooms below</li> <li>• DS and HSH go to Room 4, AJS go to Room 5</li> <li>• LJM go to Room 10, MBa go to Room 11</li> <li>• Changeover may be delayed due to numbers requiring hot dinners. Delay will be tannoyed to classrooms and staff in outside areas informed. Please do not allow students to move until new time.</li> </ul>	<p>Free-time in a designated area</p> <ul style="list-style-type: none"> <li>• Year 7 Playground</li> <li>• Year 8 MUGA</li> <li>• Changeover may be delayed due to numbers requiring hot dinners. Delay will be tannoyed to classrooms and staff in outside areas informed. Please do not allow students to move until new time.</li> </ul> <p>At the end of 'recreation time' students line up in tutor groups for orderly dismissal.</p> <p><i>Tables will be wiped down between year group use</i></p>



	KS2	KS3
	<p><b>At the end of 'Lunchtime' students wait in their classrooms until the Year 7 / 8 students arrive and line up outside the room</b></p> <p><i>Tables will be wiped down between year group use</i></p>	
Second half of lunchtime	<p>Free-time in a designated area</p> <ul style="list-style-type: none"> <li>• Year 5 area and half of field</li> <li>• Year 6 half of field</li> </ul> <p>Supervised by MDDS - <i>Tables will be wiped down between year group use</i></p> <p>If field is too wet to use. <b>Year 5 students wait in in their classrooms until Year 7 &amp; 8 arrive outside their classroom and then move to MUGA Year 6 students wait in their classrooms until Year 7 &amp; 8 arrive outside their classrooms and then move to playground.</b></p> <p>Year 5 students continue to use Year 5 toilets-accessed through Room14.</p> <p>Year 6 students continue to use Gymtoilets</p> <p>Year 7 to access main corridor toilets through door beside Rm10 not playground.</p> <p>Year 8 to access Sports hall toilets using one-way system and walkway. May need supervision.</p>	<p>Year 8 Hot Lunch students go straight to the Macfarlan Room They eat with their tutor group in the designated packed lunch room</p> <p>Year 7 Hot Lunch students line up outside the Macfarlan Room They eat in the Macfarlan Room</p> <p>Year 8 Packed lunch students eat in a supervised classroom</p> <ul style="list-style-type: none"> <li>• TCM go to Room 15</li> <li>• PGE go to Room 32</li> <li>• PS go to Room 16</li> <li>• ME go to Room 17</li> <li>• CS go to Room 18</li> <li>• RSA go to Room 31</li> </ul> <p>Year 7 Packed lunch students eat in a supervised classroom</p> <ul style="list-style-type: none"> <li>• AJ, GJ go to the Mac Room</li> <li>• BS, SM, ABE go to Rooms 4/5</li> <li>• PB, LH go to Rooms 10/11</li> </ul> <p><i>Tables will be wiped down between year group use</i></p> <p>Year 5 students continue to use Year 5 toilets-accessed through Room14.</p> <p>Year 6 students continue to use Gym toilets</p> <p>Year 7 to access main corridor toilets through door beside Rm10 not playground.</p> <p>Year 8 to access Sports hall toilets using one-way system and walkway. May need supervision.</p>

## WET LUNCH

Students will return to their tutor groups and will be supervised by their tutor for 30 minutes and a MDDS/member of SLT for 30 minutes.

Students having hot lunches will go to the MacFarlan Room at the following times:

1.05 - Year 6 ... and they return to their tutor rooms

1.15 - Year 5 ... they eat in the Macfarlan Room



1.35 – Year 8 ... and they return to their tutor rooms

1.50 – Year 7 ... they eat in the Macfarlan Room

Tables will need to be wiped down by the students as they arrive in the room (unless they are following in on their same year group)

- STAFFROOM: We have had to 'socially-distance' the main staffroom. There is now seating for approximately 22 people (inc. the quiet workroom). Room 14 and The STEAM Room can also be used at break and lunchtime ... indeed, any unused classroom space can be used as long as you remember to socially distance. At busy times there will be a one-way through the main staffroom.

#### DEPARTURE

- Students will hand-sanitise at the end of the last lesson.
- Staff who are teaching Lesson 5 will escort their class off site. Students will be escorted through the playground and will follow the path to the school exit/entrance. Students will either walk off-site from there or be escorted onto their relevant bus.
- There will be a sequenced departure which will be announced by tannoy. Please do not leave your room until called. Approximate timings are:
  - Year 8 at 3.30pm
  - Year 7 at 3.33pm
  - Year 6 at 3.35pm
  - Year 5 at 3.40pm

#### TIMING OF THE SCHOOL DAY

- The only slight adjustment to the timing of the school day for all classes as part of our measures to mitigate the risk of transmission of Covid-19 is that KS3 students will be released 5-10 minutes early to allow for a staggered and orderly departure.

#### HOME-SCHOOL COMMUNICATION

- Parents/Carers should use email and phone-calls to contact school and avoid coming onto site where possible.
- Where it is absolutely necessary to speak to a member of staff, in the first instance, we will offer a phone-call or a Zoom appointment at a mutually convenient time.
- Where a socially-distanced meeting is necessary, only one parent may attend and all Covid-19-secure precautions will need to be observed.
- Parents and Contractors should not enter the building unless they have an appointment.
- If parents/contractors have an appointment, proceed to Reception and hand-sanitise. You will be met by a member of the office team who will ask you to register and agree to our safeguarding procedures. If there are other visitors waiting, please maintain 2-metres social distancing and be patient. Visitors will be screened with a temperature check, will need to hand-sanitise and wear a face covering while on site.
- We will maintain our schedule of parents' consultation evenings and these will be done by video-call using SchoolCloud.



- Regular updates will be issued via WEDUC and email. Most information is on the school website.

#### ADDITIONAL NOTES

- Each room will be supplied with a hygiene kit (hand-sanitiser, anti-bacterial wipes, disinfectant spray, protective gloves, tissues and a small supply of emergency face coverings) and a pedal bin.
- There is an additional Behaviour Annex specifically for this period of time – please read. We expect excellent, caring and kind behaviour at all times.
- Large gatherings will be avoided. Assemblies will be recorded and/or live-streamed in classrooms. Staff meetings will be conducted virtually (inc. Monday and Tuesday briefings).
- Students will also hand sanitise at the start of break and lunch as well as the start of lessons and end of the day, (ie. at the end of Lesson 2 and Lesson 4) as they will be eating at those times.
- Students are not allowed to visit the office at break and/or lunchtime. If there is an issue, they must speak to their form tutor or class teacher who will contact the office by phone or email.
- If a student is ill, the class teacher should call the office. The student should be accompanied (either by a friend and/or teaching assistant) to the 'Canopy Area' where a member of the office team will meet them.
- The Mobile Phone Policy is still current and in place. Students must not bring smart phones into school. Students who have permission to have a non-smart phone in school with them must keep this with them, switch it off whilst in school and they are responsible for its safe-keeping.
- Fire Drill, evacuation and Invacuation procedures: During an emergency, the one-way system will be suspended. Staff and students will take the nearest route to the assembly point. During planned drills, staff should maintain 2-metres distance from students and drills will be done with individual year groups.
- There are restricted numbers allowed in offices around school – please bear in mind the room capacities posted on each door.
- Staff and parents/carers need to model expectations of students in all interactions and practices.
- [Homework has now resumed and the Homework timetable is on the school website.](#)

#### CRITICAL ISSUES

##### 1. What if someone develops symptoms of coronavirus in the classroom or on site?

If anyone in school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), we:

- must send them home to begin isolation – the isolation period includes the day the symptoms started and the next 10 full days
- advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection



- advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19)
- other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test. If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms.

If a student is awaiting collection:

- they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the student, with appropriate adult supervision if required (medical room)
- a window should be opened for fresh air ventilation if it is safe to do so
- if it is not possible to isolate them, move them to an area which is at least 2 metres away from other people
- 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
- personal protective equipment (PPE) must be worn by staff caring for the student while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs) - more information on PPE use can be found in the safe working in education, childcare and children's social care settings guidance

In an emergency, we will call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital, unless advised to.

We ask parents and staff to inform us immediately of the results of a test. 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 DfE/PHE advise it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.

## 2. What if someone tests positive for Covid-19?

Students, staff and other adults must not come into the school if:

- they have one or more coronavirus (COVID-19) symptoms
- a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms



- they are required to quarantine having recently visited countries outside the Common Travel Area
- they have had a positive test

They must immediately cease to attend and not attend for at least 10 days from the day after:

- the start of their symptoms
- the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test)

Everyone must follow this process and ensure everyone onsite or visiting is aware of it.

Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but they may leave home to avoid injury or illness or to escape risk of harm. More information can be found on NHS Test and Trace: [how it works](#).

Children, parents, carers and visitors such as contractors are informed not to visit the setting if they are displaying any symptoms of Coronavirus (COVID-19) and limit visitors/contractors to school

We will provide wellbeing and pastoral support for both staff and students where Covid-19 is confirmed and where outcomes are serious: ie. Life-threatening and life-taking.

Staff, parents and carers need to be aware of the Bereavement Policy (available on the school website).

#### GENERAL NOTES

- Excellent behaviour is expected at all times – please read the addendum to our Behaviour for Learning Policy (on the school website -> Policies). NB. Any serious breach of the school Behaviour for Learning Policy will result in high-level sanctions (including fixed-term external exclusion).
- In order to help identify which students are in which year group, all students will be issued with a coloured pin badge which they should wear on their blazer/fleece at all times. Toilets will also be colour coded using the same colours.
  - Year 5: Yellow
  - Year 6: White
  - Year 7: Orange
  - Year 8: Pale Blue
- We will continue to promote good hygiene practice with students and will follow the government advice:
  - minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges



- cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables
- we are using classrooms which are well ventilated using natural ventilation (opening windows) or ventilation units
- we will prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation
- we have designated toilets specific to each year group but we do not have enough to allocate a specific toilet to each 'bubble'. Students **MUST** wash their hands after using the facilities.
  
- **PPE**
  - Face coverings are not classified as PPE (personal protective equipment). PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type which covers your nose and mouth.
  - Most staff in schools will not require PPE beyond what they would normally need for their work. If a student already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.
  - Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when:
    - a student becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained
    - performing aerosol generating procedures (AGPs)
  - When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn.
  - The guidance on safe working in education, childcare and children's social care provides more information about preventing and controlling infection. This includes:
    - when and how PPE should be used
    - what type of PPE to use
    - how to source it



- Parents/carers cannot gather at entrance gates or doors, or enter the site (unless you have a pre-arranged appointment, which should be conducted safely and by one parent).
- As parents will not be allowed on site, parents collecting children must ensure that their child is aware of where they will be collected and parents should have due regard for the occupants of Red Lion Close and the surrounding streets when parking their cars.
- Where siblings will be walking home together they should have a pre-arranged meeting place off the school site as different year groups may be leaving school at slightly different times.

## CORONAVIRUS (COVID-19) ASYMPTOMATIC TESTING

Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms. For secondary school staff we are moving to a home testing model. For students, following the first 3 onsite tests, they will also move to home-testing. The lateral flow devices used have received regulatory approval from the MHRA for self-use. Home test kits will be available for all staff on return. Once students have been tested 3 times at school, they will be provided with home test kits for regular testing. Testing remains voluntary but is strongly encouraged.

From time to time, we will offer students testing at our on-site Asymptomatic Test Site (ATS) – particularly following breaks or if there are local outbreaks. Only students with parental permission will be part of the on-site testing. Testing is voluntary. If consent is provided, students will be asked to self-swab at the on-site ATS and after 30 minutes they should be informed of their results.

## CURRICULUM

DfE expectations and key principles that underpin DfE advice on curriculum planning are as follows:

- *Education is not optional. All students receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life.*
- *The curriculum remains broad and ambitious. All students continue to be taught a wide range of subjects, maintaining their choices for further study and employment.*
- *Informed by these principles, you should meet the following key curriculum expectations:*
- *Teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time should be prioritised to address the most significant gaps in students' knowledge. You should ensure that curriculum planning is informed both by an assessment of students' starting points and gaps in their knowledge, and an understanding of what is the most critical content for*





*progression. To achieve this, you may need to make substantial modifications to your curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. You can use existing flexibilities to create time to cover the most important content in which students are not yet secure.*

- *You may consider it appropriate to suspend some subjects for some students in exceptional circumstances. Up to and including Key Stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which may deprive students of the knowledge and cultural capital they need to succeed in life. If you choose to suspend some subjects for some students (where the subject is not one that is statutorily mandated) you should be able to show that this is in the best interests of these students and this should be subject to discussion with parents.*
- *For students in Key Stage 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. You should ensure your curriculum offer remains broad, so that the majority of students are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.*
- *For students in Key Stage 3 you are expected to consider whether any modification to your curriculum offer is needed to address the most significant gaps in English and mathematics. You should ensure the curriculum remains broad from year 7 to year 9 so that the majority of students are taught a full range of subjects over the year, including sciences, languages, humanities, music and the arts, physical education and sport, religious education, and citizenship.*
- Our curriculum provision remains comprehensive and ambitious. WE continue to deliver the full curriculum with some adaptations (eg, re-arranged timing of topics; re-writing of curriculum provision in the light of safety precautions and specific guidelines)
- Data: We have reviewed our target-setting and how we baseline students. Targets have been set using either initial baselines on entry or baselines from key assessment points (eg. SATs). We completed our usual GL baseline tests for Year 5 and Foundation Subject baselines were set in January.

## Attendance

School attendance will be mandatory for all students from 8 March.

The usual rules on school attendance apply, including:

- parents' duty to secure their child's regular attendance at school (where the child is a registered student at school and they are of compulsory school age)
- the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct



As usual, we are responsible for recording attendance, following up absence and reporting children missing education to the local authority.

During the week commencing 8 March, students will be offered asymptomatic testing on site in secondary schools. Students who consent to testing should return to face-to-face education following their first negative test result. Students not undergoing testing should attend school in line with your phased return arrangements.

Vulnerable children and children of critical workers in secondary schools should continue to attend school throughout, unless they receive a positive test result.

Testing is voluntary, but strongly encouraged.

You should not plan for rotas as there is no requirement to reduce occupancy in schools. Instead, everyone must follow the system of controls.

### Self-isolation and shielding

*A small number of students will still be unable to attend in line with public health advice to self-isolate because they:*

- *have symptoms or have had a positive test result*
- *live with someone who has symptoms or has tested positive and are a household contact*
- *are a close contact of someone who has coronavirus (COVID-19)*

*We know from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician. The advice for students who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally. You will be able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place. As normal, we will not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to illness. This is already set out in school attendance guidance<sup>1</sup> but is especially important in the context of the pandemic and the coronavirus (COVID-19) vaccination programme. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, etc. rather than a doctors' note. As usual, input from GPs should only be sought where there are complex health needs or persistent absence issues.*

*We are required to provide remote education to students who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction. We will keep a record of this activity but we do not need to record it in the attendance register.*



*We will offer pastoral support to students who are:*

- *self-isolating*
- *shielding*
- *vulnerable*

*Where students are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.*

### *Staff*

#### *Staff who are clinically extremely vulnerable*

*CEV staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is guidance for everyone in this group. It provides advice on what additional measures individuals in this group can take.*

*We will talk to their staff about how they will be supported, including to work from home. We will continue to pay CEV staff on their usual terms.*

*Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings.*

*The shielding guidance is reviewed regularly. CEV individuals will be advised in advance of any extension or end date to inform them of changes or continuation of the guidance.*

*CEV individuals (over 18) have been prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.*

*Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated. This may change as we get further data on the effects of vaccination.*

#### *Staff who are clinically vulnerable*

*CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission.*

*Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.*

### *Remote learning*

#### *DfE expectation:*

- *Attendance will be mandatory for all students of compulsory school age from 8 March. The Remote Education Temporary Continuity Direction means that we are still required to provide remote education to students covered by the direction where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19). This includes, for example, where such guidance means that a class, group or small number of students*



*need to self-isolate or that clinically extremely vulnerable children are to shield. All such students not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.*

Our remote-learning and contingency plan is available on the school website and/or on request.

- In developing these contingency plans, we have followed DfE guidance to make sure that we:
  - use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations.
  - give access to high quality remote education resources.
  - select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use.
  - provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access.
  - recognise that younger students and some students with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching students remotely, we follow DfE expectations to:

- set assignments so that students have meaningful and ambitious work each day in a number of different subjects.
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos.
- gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding.
- plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers.

DfE expects schools to consider these expectations in relation to the students' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. DfE expects schools to avoid an over-reliance on long-term projects or internet research activities.