

# **Mount Pleasant Primary School**

## **March 2021 Returning to School Protocol and Procedures**



In line with the Department for Education's instruction, it is our plan that all pupils, in all year groups, will return to school full-time from Monday 8<sup>th</sup> March 2021.

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

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

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

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

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

Many of the protocols and procedures that were implemented during the autumn term will remain the same in the remaining term with the expectation that they will further embed so that children who did not attend in the autumn term will themselves adopt the measures also.

All protocol and procedures are aligned to the Risk Assessment of Schools document (appendix 1) that has been produced using the Trust template following (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schoolsintroduction>).

It is a legal requirement to review and update the previous risk assessment.

"The following plan outlines relevant detail from the government's guidance with further detail about how Mount Pleasant Primary School will adopt measures and ensure compliance to the statutory

elements within. The aim of this plan is to minimise the risks, whilst acknowledging that we can't negate them entirely."

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

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

## **System of controls**

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

### **Prevention:**

- 1)** minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, **do not attend school**
- 2)** clean hands thoroughly more often than usual
- 3)** ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4)** introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5)** minimise contact between individuals and maintain social distancing wherever possible
- 6)** where necessary, wear appropriate personal protective equipment (PPE)

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

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

Number 6 applies in specific circumstances.

### ***Response to any infection:***

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

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

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

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

Systems of control	Action
<p><i>Prevention</i></p> <p><b>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</b></p>	<p>If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 7 days, <b><u>they are not to attend school</u></b>. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again before the autumn term.</p> <p>If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.</p> <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space where they can be monitored and supported until they are collected by their parents or carers. The room that the child utilised will be immediately cleaned and the children/adults will wash their hands thoroughly for 20 seconds.</p> <p>In terms of PPE, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace.</p> <p>Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing both gloves and a mask.</p> <p>The designated isolation space is the empty room next to library.</p> <p>The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 10 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.</p> <p>Whether or not the whole bubble will close is dependent on the conditions of the day, rather than waiting for a test result.</p> <p><b>Cases of COVID-19 should be reported to the North East Health Protection Team in Public Health England using the online reporting system <a href="#">available here</a>. Or by telephone to 03003038596 (opt 1)</b></p>

<p><b>Prevention</b></p> <p><b>2. Clean hands thoroughly more often than usual.</b></p>	<p>Adults and children are to wash their hands on the following occasions:</p> <ul style="list-style-type: none"> <li>- Entry to school –to do this with sanitiser</li> <li>- Before/after break times</li> <li>- Before lunch</li> <li>- Before leaving school</li> <li>- Anytime that they visit the toilet or cough/sneeze in to their hands.</li> </ul> <p>Teachers or teaching assistant will monitor.</p> <p>Additional hand sanitisers pumps are stationed in each classroom as well as additional hand sanitisers at appropriate points in school i.e. the reception desk for visitors and staff upon arrival and the photocopying areas for increased hygiene control.</p> <p>Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands. Children may also use moisturiser supplied by school when required.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year during September when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of our culture and behaviour expectations.</p>
<p><b>Prevention</b></p> <p><b>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</b></p>	<p>During September and beyond, children will be reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown in to the lidded bins in each classroom using the foot-pedal to open the bin and their hands must be cleaned afterwards.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc.) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks. This is not a reason to deny these pupils face-to-face education. (Identified on Individual Risk Assessments)</p>
<p><b>Prevention</b></p> <p><b>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</b></p>	<p>At various intervals adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment. It will be stored appropriately within the classrooms.</p> <p>Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly. Each bubble has an allocated toilet.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (<a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a>). This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.</p>

## Prevention

### 5. Minimise contact between individuals and maintain social distancing wherever possible.

The purpose of 'bubbles' is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Mount Pleasant Primary will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible.

#### Grouping the Children

There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result.

The DfE guidance reads as follows:

*"In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups."*

In order for school to offer a curriculum that is best-placed to support children in the safest way our bubbles will need to be in year groups. The reasons for this are as follows:

- All children who need intervention will need to be supported in their individual class bubbles.
- We can deploy staff internally to cover PPA/management time within a year group bubble model.
- Staggered entry/exit times and break/lunch times can be managed more effectively in class bubbles. This measure would reduce that to 3 start/finish times with individual areas allocated on the yard for pick up and drop off
- Pick up and drop off will continue to follow the one way system currently in place, children must be taught to walk forward and not run past other families to find their parent

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

Other staff (Head, HSM, and Counsellor) can operate across different classes and year groups in order to facilitate the delivery of the curriculum.

#### Measures within the classroom

Adults are to encourage children to maintain a distance between one another whilst inside and reduce the amount of time that they are in face-to-face contact with one another. Where circumstances allow, adults are to try to distance from children and one another.

Children with additional needs should receive as much support as normal but adults are to be extra vigilant and mindful of their face-to-face time with the children and reduce this where possible, stand behind a child to support rather than in front of them.

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

## Measures elsewhere in the school building

There will be no whole-school events where children and adults are required to congregate. Assemblies will be limited to online assemblies. Where possible, efforts will be made to have virtual assemblies through Teams (video conference software). Children are not to sing during assembly or in any lessons.

Use of the staff room should be minimal. The staff room will remain open to adults, however strict social distancing must be in place and where possible. It is important for staff wellbeing that colleagues socialise and this is encouraged, but this must not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms.

Class	Entrance	Registration Time	Exit Point	Home Time
Nursery	Nursery	08:45	Nursery	15:30
RW	Reception	08:50	Reception	15:10
1L	Year 1	08:50	Year 1	15:10
2D	Year 3/4 door	08:50	2D Fire exit	15:10
WR	WR Fire exit	08:50	WR Fire exit	15:10
7M	Patio	09:00	Patio	15:20
3T	Year 3/4 door	09:00	Year 3/4 door	15:20
4S	Year 3/4 door	08:55	Year 3/4 door	15:15
5D	Patio	08:55	Patio	15:15
6T	Patio	09:00	6T Fire exit	15:20

Staggering entrance/collection will ensure that the adults and children on site can distance appropriately and it will reduce the risk of children coming in to contact with children from other bubbles. This will be difficult for some families of multiple children and we will need to work with them.

Parents are to be encouraged to walk to school where possible and only one parent will be permitted on the school grounds.

Adults will be on the yard to support children and adults as they arrive at school. Parents must not congregate at the 'drop-off' point, they must instead arrive on time and then depart via Newton Lane, The Cut or Whitby Way.

External school gates will be locked and only opened when the children are on the yard ready to be collected.

Parents must try not to arrive early or late. They must collect their children on time so that teachers can release children safely.

Teachers will not be available to speak to unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact teachers through Dojo / school email if they have queries about the day or they can call to make a phone appointment.

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

Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and taken home by the adult that has brought them.

### **Other considerations**

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Likewise specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of school procedures and they must adhere to them. The visitors' agreement must be signed on entry to school.

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

A record of all visitors must be kept to support NHS Test and Trace. Office staff will use the School Track and Trace system in place.

Classroom resources: for regularly used stationery, children will all have their own individual set that is not to be shared. Other classroom resources like books and games can be used within the bubble but should be cleaned following use.

Shared resources, like art/science equipment should be meticulously cleaned between use or rotated to allow 72 hours between use to ensure they are safe when moving between bubbles.

Games that encourage distancing and little touch need to be made available to the children. Outdoor equipment has been designated for each bubble.

Pupils should not bring anything additional from home. However, children can now take books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours before being returned to the library.

Teachers can take books home (and return them freely) to assess or use to support planning etc. This is also true of library books. However we actively encourage teachers to limit what they are moving between school and home to a minimum, for at least September until the risks have been further assessed we ask that no books are taken home for marking that the children have used.

### **Prevention**

#### **6. Where necessary, wear appropriate personal protective equipment (PPE).**

PPE should only be used for two reasons; where an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support).

The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:

- Face masks
- Aprons
- Gloves of various sizes
- Face shields (limited quantities)

#### Face Masks

- It is recommended that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible for examples where moving around in corridors and communal areas
- Face visors or shields should not be worn as an alternative to face coverings



	<ul style="list-style-type: none"> <li>- Schools should have a contingency supply for those people struggling to access a face covering/they are worn and soiled/they have forgotten their face covering</li> </ul> <p>Schools should have a process for how face coverings are used and how they should be removed. You need to communicate this process clearly to staff and visitors</p> <p>Children need to know that some adults might be wearing PPE and that it is 'ok'.</p>
<p><b>Response to any infection</b></p> <p><b>7. Engage with NHS Test and Trace.</b></p>	<p>Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.</p> <p>They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the 'stay at home' regulations.</p> <p>Anyone who displays symptoms of coronavirus can and should get a test following Public Health England advice.</p> <p>If school thinks that the family of the symptomatic child/adult is unlikely to book a test appropriately, we will provide a home testing kit. We should receive these before the start of the autumn term and they will be stored in the Medical Room. Given the potential low numbers of kits, they will only be issued with the agreement of SW and SLT.</p> <p>Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.</p> <p>If the test result is negative, the child can return to school assuming they would do so under normal circumstances.</p> <p>If the test result is positive, the child and family need to follow the 'stay at home' guidelines.</p>
<p><b>Response to any infection</b></p> <p><b>8. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.</b></p>	<p>School should contact the local health protection team:</p> <p>Public Health North East: Dr Tanja Braun – <a href="mailto:Tanja.braun@stockton.gov.uk">Tanja.braun@stockton.gov.uk</a></p> <p>Julia Bates – <a href="mailto:julia.bates@stockton.gov.uk">julia.bates@stockton.gov.uk</a></p> <p>Health Protection Team North: 0300 303 8596</p> <p>School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.</p> <p>School will inform parents of the infection, according to the flowchart, but will not reveal the name of the infected child/adult.</p> <p>Those contacted or sent home must self-isolate for 10 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go in to full isolation following stay at home guidance and have the test. If the symptomatic child's test is negative, they must continue to isolate for the remainder of the 10 days. If the result is positive, they must inform school immediately and isolate for at least 7 days from the onset of symptoms.</p>
<p><b>Response to any infection</b></p> <p><b>9. Contain any outbreak by following local</b></p>	<p>Keep in contact with our health protection team.</p>



<b>health protection team advice.</b>	<p>If school has 2 or more confirmed cases within a 14 day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout.</p> <p>This could result in a lockdown, a school closure or/and a mobile testing station being established in school.</p> <p>Testing will focus on the affected classes, then their year groups and then the remainder of school if required.</p>
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## Section 2: School operations

Aspect of school	Action
<p><b>Transport</b></p> <p>There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> <li>by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only</li> <li>by public transport services, we mean routes which are also used by the general public</li> </ul>	<p><b>Dedicated school transport</b></p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport. Therefore, school trips using coaches can still occur as long as the children travel in their consistent bubbles.</p> <p>If children are travelling via coach to a trip, for example, they are expected to adhere to the systems of control still i.e. good hand hygiene and distancing where possible.</p> <p>School will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.</p> <p><b>Wider public transport</b></p> <p>Children should not attend trips or visits if they are required to use public transport to get there. This seems like an unnecessary risk for Mount Pleasant Primary to instigate.</p>
<p><b>Attendance</b></p> <p>Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.</p> <p>School attendance will therefore be mandatory</p>	<p><b>Attendance expectations</b></p> <p>School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support. Attendance for those pupils isolating from school is marked with an X if this relates to COVID-19. If pupils are this absence code they will not be penalised</p> <p>School will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as we did Pre-Covid and any absence will be followed up.</p> <p>Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authority's code of conduct) however for the first half term at least the focus will be about active reengagement with school.</p>

again from the beginning of the March 8<sup>th</sup> 2021.

### ***Pupils who are shielding or self-isolating***

If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. We will support those parents through dialogue with the school nurse team so that appropriate advice can be offered and leeway afforded.

Where children can't attend school as parents are following clinical and/or public health advice, absence will not be penalised.

If pupils are self-isolating the school needs to be able to immediately offer access to a remote education

### ***Pupils and families who are anxious about return to school***

If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance – this could be via a Teams/Zoom meeting.

These pupils are to be identified by school. Calls have been made to children not engaging in home learning already and to families where vulnerabilities exist.

## ***School Workforce***

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

Mount Pleasant Primary School has planned to follow the full measures within the guidance, therefore all staff will return to the workplace as normal.

Those members of staff that received a letter to say that they were extremely vulnerable and advising them to shield can also return as normal given that shielding comes to a close on 1<sup>st</sup> August. However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.

### ***Deploying support staff and accommodating visiting specialists***

As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason.

### ***Supply teachers and other temporary or peripatetic teachers***

Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing.

Likewise, specialists will be permitted to teach various groups of children assuming that they are able to follow stringent distancing also. These will need to be consistent people, not changing week-to-week.

### ***Staff taking leave***

The government has set a requirement that people returning from some countries will be required to quarantine for 14 days.

	<p>Where staff are required to quarantine after returning from holidays, they need to understand that any period of absence is not authorised and will be unpaid given that they are knowingly becoming absent from work. No home-working role is available to those adults therefore staff would be determined as being absent without leave.</p>												
<b>Safeguarding</b>	<p>All existing Pre-Covid safeguarding measures will return as normal. Staff will plan additional time to 'catch-up' with those children requiring additional pastoral support as a result of prolonged absence from school.</p>												
<b>Catering</b>	<p>The expectation is that the school kitchen will be fully open in spring and summer term. Whilst policy and practices continue to embed, hot meals will be provided to all classes on a rota basis with a picnic style lunch in classrooms.</p> <p>Breakfast will be provided for those children who require it. This will be a buffet service in the classroom during registration.</p>												
<b>Lunch and break times</b>	<p>A rota will be drawn up to ensure that only members of staff within appropriate bubbles supervise their bubbles at break times. The playground will be split in to two zones and allocated to bubbles to avoid any cross-contamination.</p> <p><b><u>Lunch Details</u></b></p> <table border="0"> <tr> <td>Sitting 1</td> <td>11:40 - 12:20</td> <td>Clean</td> <td>12:20 - 12:30</td> </tr> <tr> <td>Sitting 2</td> <td>12:30 - 12:50</td> <td>Clean</td> <td>12:50 - 12:55</td> </tr> <tr> <td>Sitting 3</td> <td>12:55 - 13:15</td> <td>Clean</td> <td>13:15 - 14:00</td> </tr> </table> <p>Whilst children are outside, members of staff are to have their lunch. This can continue in to the afternoon lesson time to ensure all are well-rested i.e. the teacher will deliver the start of the afternoon without support staff (or the other way around) so that everyone can have half an hour for lunch. The additional time has been removed from the end of the school day. Staff may go home for lunch if able to ensure ready for working within half an hour. A huge range of games can be found here:  <a href="https://en-gb.padlet.com/gazneedle/mry7d3wlpw313515">https://en-gb.padlet.com/gazneedle/mry7d3wlpw313515</a></p>	Sitting 1	11:40 - 12:20	Clean	12:20 - 12:30	Sitting 2	12:30 - 12:50	Clean	12:50 - 12:55	Sitting 3	12:55 - 13:15	Clean	13:15 - 14:00
Sitting 1	11:40 - 12:20	Clean	12:20 - 12:30										
Sitting 2	12:30 - 12:50	Clean	12:50 - 12:55										
Sitting 3	12:55 - 13:15	Clean	13:15 - 14:00										
<b>Estates</b>	<p>Darren Knox will conduct the normal pre-term building checks as per the existing schedule of work.</p> <p>Teachers need to ensure that classrooms have good ventilation (open windows and doors).</p>												
<b>Educational Visits</b>	<p>There will be no residential this term as per DfE instructions regarding overnight school trips.</p> <p>School trips are permitted to resume however the risk of compromising the integrity of bubbles by mixing with other schools attending venues or using coaches that have also been used by other schools, does not seem conducive with guidance. Please discuss these on an individual basis with JB.</p>												

### Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
<p><b>Curriculum expectations</b></p> <p>The key principles that underpin government advice on curriculum planning are:</p> <p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	<p>There will be a 'recovery curriculum' initially which will entail PSHE sessions and a focus on maths and English.</p> <p>The curriculum will be taught in its fullest with gaps identified in core learning. Additional interventions planned where necessary. Objectives from the previous year's curriculum have been identified as not covered and will become the starting point for learning.</p> <p>During this period, children will be reminded of all of their hard work during the previous year and we will 'reset' the expectations so that children know that we are expecting of them on their return to school i.e. great learning behaviours.</p> <p>A Recovery Curriculum document that outlines gaps in learning is complete and shared so that all parties are aware of the focus in the returning month.</p> <p>A return to the normal teaching of all subjects begins in the spring term – with catch up knowledge and skills identified. We will promote outdoor learning as much as possible.</p> <p>Formative assessment will be used to a greater extent so that teachers can tailor the learning journeys.</p> <p>Remote education will become a focus in the sense that it will become integrated in to the school curriculum for children who are isolating only. Class teachers will retain the use of an online platform and upload information to maintain contact and links with parents. Children will become familiar with the content and format in readiness to reverting to that way of working should local lockdowns or a national lockdown be imposed.</p> <p>The Relationship and Sex Education element of our new curriculum will resume as stated in the policy.</p>
<p><b>Specific points for early years foundation stage (EYFS) to key stage 3</b></p>	<p>For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</p> <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</p>

<b>Music</b>	Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing should not happen in groups of more than 15 and when it does take place, children need to be side-by-side and not facing one another.
<b>Physical activity in schools</b>	<p>PE lessons are still to take place outside as transmission of the disease is reduced in the outdoors. Children will attend school wearing their PE kit on their PE day. We will still continue our 'Physical Friday' initiative.</p> <p>The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p> <p>Contact sports are to be avoided.</p>
<b>Pastoral support</b>	<p>The pastoral team will ensure that appropriate materials are on hand to support children's wellbeing. PSHE sessions will be planned and a comprehensive PSHE Curriculum delivered as part of the recovery curriculum. It will provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Where issues arise, HSMs to be informed so that specific interventions can take place. They will need to ensure that they distances appropriately during meetings given that they will be required to work across phases.</p> <p>We will complete a parental questionnaire to gather information about remote learning and children's wellbeing during lockdown.</p>
<b>Pupil Voice</b>	Pupil voice will be sought and results used to plan next steps in curriculum delivery.
<b>Behaviour expectations</b>	<p>The current approved behaviour policy coronavirus amendments will still apply. This will be revised with staff in September.</p> <p>Expectations of behaviour will be revisited and the school's values will be widely discussed so that the ethos of the school does not change. The climate and culture needs to remain one of high expectations and respect for one another.</p>
<b>Rewards</b>	Class Dojo will continue to be used to collect points and rewards.

## Section 4: Assessment and accountability

Aspect of school	Action
<b>Primary Assessment</b>	<p>All statutory assessments (other than the Reception Baseline) have been cancelled for 2020-21. We will continue to use teacher assessment to determine the attainment and progress of our children. We will use</p> <ul style="list-style-type: none"> <li>• baseline assessments in core subjects (reading, writing, maths)</li> <li>• previous year's phonics screening check</li> <li>• SATS 2019 for Y2 and Y6.</li> <li>• 2019 SATS paper to baseline Y5.</li> <li>• Checking curriculum knowledge through the class keys.</li> </ul>

## Section 5: Contingency planning for outbreaks

Aspect of school	Action
<b><i>A local outbreak</i></b>	<p>If school is made aware of a local outbreak, the PHE health protection team or the local authority may advise school to close. Preparations will be made by way of a contingency plan so that learning can still continue and the community can remain safe.</p>
<b><i>Remote education support</i></b>	<p>Mount Pleasant Primary School needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown.</p> <p>Our immediate response will be the following:</p> <ul style="list-style-type: none"> <li>➤ Children are to take home their individual stationery packs and their current exercise books</li> <li>➤ Adults will share lessons via Dojo.</li> <li>➤ Children will be able to upload work to the class Dojo page so that teachers can monitor progress and offer supportive feedback if appropriate.</li> </ul> <p>Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning.</p> <p>Where children can't access the internet, children will receive home-learning packs (paper-based) to complete. However, efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household. The existing devices will be re-distributed to those eligible families.</p> <p>The principles for delivery will be as follows:</p> <ul style="list-style-type: none"> <li>➤ Children will receive learning opportunities for a range of subjects each day</li> <li>➤ Learning will be sequenced as per our current curriculum model</li> <li>➤ High quality explanations will be made by the teacher using video links from school or through curriculum resources</li> <li>➤ Work will be checked through uploads to Dojo</li> <li>➤ Zoom can be used to meet in small groups for pastoral reasons.</li> </ul>