

# School Phased Re-opening Planning Tool to Support School Leaders Revised November 2020



South Tyneside Council

## Monkton Academy

- The following guidance is a series of checklists with a range of questions leaders may want to consider when thinking about the process of re-opening their school to all pupils. Leaders can use this as a basis for their thinking, planning and their discussions with senior leaders, staff, pupils, families and governors, adding/deleting as appropriate for their own school. The guidance was shared with us by a neighbouring LA and has been created having reviewed best practice materials from across the country and specifically a document from Cambridgeshire LA and partners. We have made some adaptations to the content for South Tyneside schools and have taken into consideration the most recent government guidance. The document can be expanded and personalised to meet the individual and unique needs of each setting. We appreciate that you have already had to develop plans for supporting staff and learners over the past few weeks. Hopefully you will find some of the prompts useful in building on those plans as schools move towards admitting greater numbers of pupils’.
- The following considerations can be applied and adapted to nursery, primary, secondary, all-through, post 16 provision and special schools.
- This checklist is not intended to replace your own policies or agreed processes but as a tool to support planning.
- This is also an initial approach as the guidance from Government will change over time and plans will need to be re- evaluated and changed appropriately.

### Using the Document

- There are 10 areas to consider; premises, health and safety, governance, staff, pupils, curriculum, communication pupils, communication parents, LA/Trusts and transition of pupils.
- These are set out in clear checklists of key questions that can apply equally across all phases. These suggested areas need to be considered by school leaders to be able to safely expand attendance in line with any national pre-set milestones.
- There is a list of some DFE guidance links also provided which may support your planning.
- As always please contact us for any additional advice or clarification and we will support in any way we can.

1. Premises and social distancing	Actions needed
<p>1. What physical changes and adaptations will leaders need to think about to ensure a safe entry and safe exit to the school for all? What consideration do we need to give to wheelchair users?</p>	<p>There are no wheelchair users in school. Children will use a designated entry/exit point and be dropped off by 1 parent outside the school gate or left at the designated area for their pod Staggered start and finish times will be in operation</p>
<p>2. How will the entry and exit be supervised and labelled/marked out including appropriate signage?</p>	<p>The leaders of each pod will monitor exit and entry points Children will enter school separately and be allowed in one at a time. Hands will be sanitised, no personal items allowed apart from a PE kit. Any coats, bags etc will be kept by the child in their pod and taken home every day. The admin team will monitor the main entrance. Other exit points will be used by the other pods Additional signage maybe required. Nick Rees will undertake this</p>
<p>3. Has the school site been measured to ascertain what the maximum capacity/proportion of pupils that can physically be in school at any one time with the social distancing applied?</p>	<p>Pods will be held in the same base but this will need to be flexible dependent upon the numbers of children attending The school has a number of outdoor provisions which will be utilised. Fixed outdoor equipment will be used but timetabled The ICT Suite and other central areas will also be timetabled Each pod will have days of use. These areas can then be cleaned before they are used again</p>
<p>4. Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises? What changes need to be made?</p>	<p>No additional cleaners are needed. Cleaners will now only enter the parts of the school, which have been occupied by children after they have all left the site. This will mean a change to rotas for both of the cleaning staff. SL will clean the lower school and AP the upper. If any absent staff, site manager will initially cover role and cover sought as soon as possible. An enhanced cleaning</p>

	<p>routine has been devised. The classrooms (AP) and toilets (SL) will also be cleaned at lunchtime</p>
<p>5. Have the site team/assigned person increased stock levels for cleaning, toilet and hygiene products, first aid, soap and hand sanitiser? (This will take time to order and be delivered - staff need to communicate the time scales for this to be in place).</p>	<p>The school has purchased and received additional cleaning resources. Nick Rees is responsible for ensuring the school has a continuous supply. Additional PPE, sanitisers (including wall mounted are in place). This will be kept under continuous review. Staff will be advised to consult with the admin team/site manager if supplies are running low</p>
<p>6. How will leaders ensure staff responsible arrange for extra cleaning of the school, especially for areas, furniture and equipment still in use by the children of key workers and vulnerable children and additional pupils as the attendance of pupils increases?</p>	<p>Daily wiping of desks and surfaces must now be wiped in a Milton/water mixture at 1:10 ratio. This can be mixed in a small bucket with warm water or sprayed from a bottle. Spray bottles of Milton (bleach) and water mixed must be clearly labelled and COSHH rules adhered to. Any required PPE can be obtained from the school office. When children are in school; staff should use anti-bacterial spray, leaving to soak for at least 5 minutes before wiping with a cloth. Cloths used around the school are as normal (blue for all except toilets and red for toilet areas only) cloths must be regularly rinsed under a hot tap or in a small bucket of hot water and left to soak in a bleach/water mix overnight  Disposable blue roll and full PPE only needs to be used in cleaning an area/item after a person with a suspected case of Covid19 has been present or had contact. If this is the case cleaning staff will be briefed before they enter the school and Gov. guidance must be followed  All rooms should be well ventilated with doors wedged open and windows open. Nick will check/prepare the classrooms before cleaning staff enter them  Cleaning staff will wipe down regular contact surfaces as required at lunch times and before class starts, and should work with a clean as you go procedure like in kitchens when in the staff room or staff areas.</p>

	<p>Toilets will be checked and cleaned in addition to normal routines at 10am, 1pm and 2.30pm according to the cleaning schedule. Cleaning at lunchtime will follow Catering risk assessments and will be agreed by the Principal and Cook in Charge</p> <p>All areas will be signed off as cleaned and inspected on the relevant proforma</p>
<p>7. How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all pupils and staff adhering to social distancing recommendations</p>	<p>Each pod will have an assigned classroom. A spare area (room outside 4M) will be set up for emergency purposes</p> <p>Each pod will work to a clear timetable with staggered times for entry, breaktime, toilet use, lunchtime and use of any key spaces around school such as the hall</p> <p>Pupils will be encouraged to keep as distanced as possible when playing on the yard. Each pod will spread across the yard during their allocated time</p> <p>Lunch tables will be set up so that pupils are carefully spaced. Where necessary, markers will be placed on the floor to assist with queuing</p> <p>Pupils will enter and leave school one at a time</p>
<p>8. How will classrooms be set out to ensure all pupils can follow social distancing effectively?</p>	<p>Classrooms will be set up to allow as much space as possible, with all unnecessary furniture removed. Pupils will have a designated desk and chair which they will use for the duration of their time in school. All equipment will be provided (pupils are not to bring any items from home other than a PE kit. All personal items will be kept in the child's classroom with the child. Activities will be designed to ensure pupils are able to get on for the duration of the lesson, with minimal movement around</p>
<p>9. With social distancing in mind, how many pupils can be safely taught in the classroom areas?</p>	<p>Full classes are now in operation</p>

<p>10. How will a school day be managed to ensure social distancing for example, breaks, lunchtime?</p>	<p>Each pod will work to a clear timetable with staggered times for entry, breaktime, toilet use, lunchtime and use of any key spaces around school such as the hall. This means that pupils within other pods should not meet and that larger spaces can be used by smaller numbers of pupils. This will also include the staff room</p>
<p>11. How will leaders manage the different perspectives of parents - sending pupils into school or deciding not to? What response will the school make to parents? Will office-based staff need a standard response “prompt”</p>	<p>All pupils are expected to attend. The school will encourage pupils to attend according to current guidance. This is particularly the case for vulnerable pupils. This response to be used by all staff Telephone conversations will be available to parents who have concerns about their child’s return to school to offer reassurance and answer any questions</p>
<p>12. What about the public facing areas? - Will parents/other visitors be allowed in? Will there be a visitor policy or guidelines? Are there screens to protect office-based staff? Can doors be opened without visitors needing to touch? Will there be hand sanitisers?</p>	<p>One parent allowed on site to collect child in playground dependent on social distancing protocol Any visitors only allowed in school by prior appointment and following social distancing rules Social distancing protocol followed by office staff if visitor rings bell. Visitor to remain outside. Doors can be opened electronically. Electronic locks on all main entrance doors</p>
<p>13. Staff shared areas - will you limit access to staff room and Shared kitchen facilities? Limit on staff meetings?</p>	<p>Timetable for access to staff room based on pod system Staff meetings will currently not take place until guidance changes or social distancing rules relaxed unless urgent. These may happen virtually or social distanced depending on the situation</p>

2. Health and Safety	Actions needed
1. How have leaders added to/adapted the health and safety policy and other associated policies to include aspects linked to COVID-19 management?	A supplementary Covid-19 Section in the main policy which links into PH and GOV Guidance. This will cover Health and Safety and any other relevant policies. An enhanced cleaning routine has been developed
2. How will the health and safety policy and other associated policies (it may be across a number of policies or all in one policy document) be reviewed?	A supplementary Covid-19 Section in the main policy which links into PH and GOV Guidance. This will cover Health and Safety and any other relevant policies. The Behaviour Policy has also be reviewed to make it Covid-19 aware A Fire Practice will be undertaken early in the Autumn term Normal registers will be taken
3. What are the PPE needs for the staff at school? Have staff been trained in the use of PPE? What risk assessments are in place? What about impact on young/vulnerable children seeing staff in PPE?	All PPE requirements MUST be risk assessed and Public Health guidance followed before being issued to the staff. The school does hold a range of PPE equipment and additional sanitary supplies
4. Has consideration been given for cases of COVID-19 and what will happen following this? What guidance is there from public health?	PH and government guidance will be followed in all cases. If any child, staff or other persons are displaying any symptoms of Covid 19 not to enter school premises. Any child who starts to display any symptoms will be isolated, sent home and be asked to self-isolate. It will be recommended that the child applies for a test. The child will be allowed back in school upon receipt of a negative test. If there is a positive test, the school will contact the local health team for advice who will then carry out a rapid risk assessment and support the school in its next steps If there is a positive case in a bubble, advice will be sought form public health. Generally all the bubble is sent home after advice form PH for a defined period. If this is the case, for any member

	<p>of staff who has had contact with the child, the following questions will be asked</p> <p>Have you been within 1m (without PPE) for more than 1 minute?  Have you been within 2m (without PPE) for more than 15 minutes?</p> <p>If the answer to any of the questions is yes, they will self-isolate for the same period as the bubble. If not, they are free to remain in school if need be. However, the school believes that minimum contact with the school environment, so the member of staff may also work from home. In addition, the staff member will be asked if display any Covid 19 symptoms and will be recommended to go for a test</p>
<p>5. How will you manage situation if a child begins to show signs or symptoms of Covid -19?</p>	<p>This is in the RA that was sent out to all schools on the 26/03/2020. Additional guidance for the full opening of schools in September has been provided by the DfE  A log of any Covid 19 incidents will be kept in the school office</p>
<p>6. How will leaders stagger start/finish times/playtimes and lunchtimes to support social distancing measures?  Louise</p>	<p>Each pod will work to their class timetables with staggered times for entry, breaktime, toilet use, lunchtime and use of any key spaces around school such as the hall.</p> <p>Year 6 will enter via the upper yard gates at 8:30 and Year 5 at 8:45. They will then have use of the hall/yard/toilets etc at staggered intervals to ensure they remain with the same pupils/staff and to allow time for any cleaning in between.</p> <p>Year 4 will enter via the lower yard gates at 8:30 and Year 3 at 8:45. Again, timetables will ensured use of all aspects of the school at staggered intervals.</p>
<p>7. How will parents drop off and collect pupils at the beginning and end of the school day? What about vulnerable children coming in taxis?  How will the social distancing be implemented and supervised if necessary?</p>	<p>Parents will be informed of their designated pick up/collection yard. A letter written to all parents makes clear that only one parent should collect/drop off a pupil. To avoid crowding at gates, parents can come onto the yard and stand in a distanced spot (N.B. not within 2 metres of school building or windows). No</p>

	<p>entry on school yard until 5 minutes before designated entry/exit time. Where a pupils walks to/from school alone - they will need to stand in a suitably spaced spot</p> <p>School staff will supervise pupils entering and exiting premises, encouraging pupils to move one at a time</p>
<p>8. Have leaders checked the building and grounds for health and safety issues? Are all 'normal' tasks being carried out/planned such as fire alarm testing, legionella checks, passenger lift inspections, repairs, grass cutting, servicing of equipment or PAT testing? Check if the boiler and heating, utilities, and internet services are working? Have the appropriate services (e.g. Asset management) been informed early enough about reopening? (especially if the school building has been closed for a period of time)</p>	<p>School has not closed and the Site Manager has been on site every day. As a results all relevant testing has been completed and logged</p> <p>Health and Safety checks have been completed on a regular basis with any faults rectified</p> <p>An additional site inspection will be completed by the Principal and Site Manager before school re-opens to other children. The Site Manager also complete a weekly inspection and is notified daily of any issues</p> <p>Dry run through of this risk assessment before any staff / new children enter school in next phase of opening</p>
<p>9. First Aid - what provision is in place for First Aiders and facilities when the school opens? (You will need to take into account specific needs of the staff and pupils).</p>	<p>There are 5 First Aiders in school</p> <p>Provision will be moved back to the school office. Resources including relevant PPE will also be stored here. Communication to access 1st Aid will be by walkie-talkie to help keep pods separate and prevent cross contamination. Medication will be stored securely and moved to the relevant area when required. Any child who is ill must be taken to the emergency classroom. Staff should contact home and wear any applicable PPE</p>

<b>3. Governance</b>	<b>Actions needed</b>
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<p>1. How are governors involved in the discussion and planning for the school re-opening?</p>	<p>Governors meeting on the 19.5 20 to discuss re-opening framework. Plan signed off 26.5.20. Trust Board signed risk assessment off on 02/06/2020. The amended risk assessments will be presented to the CoG week beginning 13.7.2020  Regular updates sent by CoG about the current situation, guidance documents by DfE and NAGS  Regular meeting with school leadership team and CoG  Additional governor meetings have been added at short notice to review and change plans where relevant</p>
<p>2. What are governors able to do to support leaders during the various phases of re-opening? How will they assure themselves of the safety of pupils and staff? What will be their determining factors for making the decisions they need to make?</p>	<p>Documentation quality assured by CoG  Planning meetings on operational decisions to include governors where relevant to assure plans make staff and pupils safe  Rationale and road map to be shared with governors for re-opening  Vice chair to support on practical implications on school re-opening</p>
<p>3. How will leaders evaluate what is feasible to do and how will they effectively communicate to reassure parents/other stakeholders and communicate with LA/trust authorities?</p>	<p>Rational and road map to be communicated to LA and all stakeholders on school's re-opening to all pupils  Parental questionnaires will be used to gauge parental opinion where necessary  Information will be provided to parents/children initially on the website, Principal's blog, School App and Facebook accounts</p>
<p>4. What are school leaders doing to ensure governors are aware of what is happening and what input are governors having in the decision-making process?</p>	<p>Close contact with CoG on at least a weekly basis or more if required. Any questions, support or advice to be shared.  CoG to disseminate this information to all governors. Any questions, support or advice to be shared and cascaded to the school leadership team</p>
<p>5. How will governors evaluate the impact of their work to re-open the school? What ways can this be achieved?</p>	<p>Weekly meetings with the leadership team to ascertain next steps on re-opening school to pupils not attending  Gaining information from parents from questionnaires, telephone surveys etc  Practical involvement where appropriate or agreed</p>

<p>6. How are governors ensuring they are providing support to leaders in this current situation?</p>	<p>Weekly meeting with leadership team Open 2 way communication of the current situation and possible next steps Shielding leadership team from non-essential enquiries</p>
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4. Staff	Actions needed
<p>1. How are leaders going to communicate and consult with staff over the re-opening plan for their school?</p>	<p>Leaders to meet in school on 20.05.20, following key decisions made at GB meeting on 19.05.20. Once plans are finalised, all staff will be asked to attend a meeting in school on 01.06.20 (school will be closed to all pupils at this time apart from keyworker children) which will take place in a classroom under social distancing guidelines, to allow for effective distancing. Here everybody will hear the re-opening plan in detail and have the opportunity to contribute or ask any questions as needed. The amended plans for full opening in September will be presented to staff on 13.07.2020</p>
<p>2. What is the availability of current staff and what will need to be increased to accommodate increased demand? Need to consider those who might need to self-isolate/shield, but also those who can only return once their own children have returned to school. What tasks could staff working from home be doing (e.g. supporting remote learning/ planning/ communication with parents/ pupils)</p>	<p>No members of staff are currently shielding. Staff will sign to say they have read, will follow and understand the various risk assessments An email was sent to staff by the principal on 13.05.20 and 20.05.20 where they were invited to share concerns about possible re-opening and any issues which may be faced because of this. This is to be discussed in the lead up to re-opening in light of any changes to the situation We have enough staff members to accommodate the proposed set-up of school As of 13.07.2020 all staff are available for work</p>

<p>3. How will leaders evaluate the well-being and personal and emotional needs of staff who are dealing with anxiety, loss, fear and upset? How will the wellbeing of staff who are shielding be monitored?</p>	<p>Throughout the lockdown period, a member of the leadership team was on site daily. In weekly meetings, the leadership team have communicated about the welfare of all staff who they have worked with that week. Where staff members were unable to attend due to periods of self-isolation, a member of the leadership team has checked in periodically with them (at least once a week) to monitor wellbeing. This practice will continue in the forthcoming weeks if and when appropriate. Where a member of staff feels they require more emotional support than leaders are able to offer, further support will be researched and sought as required 13.07.2020 - All staff are now on site</p>
<p>4. What minimum staffing will you require on a daily basis with the model of phased return?</p>	<p>Minimum number of site managers: 1 Minimum number of school leaders: 2 Minimum number of admin staff: 1 Minimum number of cleaning staff: 1 Minimum number of teaching/support staff: 10 Minimum number of lunchtime staff: 2 13.07.2020 - All staff are now on site</p>
<p>5. What models of staffing are required for the school to be able to operate feasibly?</p>	<p>At present 1-2 members of teaching/support staff will operate each class pod The Principal will oversee the running of school daily 2 members of admin staff will oversee this aspect of work and the operation of the school entrance and office Our site manager will oversee the opening/closing of the school site and the safety of the building during the school day. 2 members of cleaning staff will work - one for each half of school 4 MDSAs will each look after a pod (with a school leader overseeing the key workers group) over a lunchtime period 13.07.2020 - All staff are now on site</p>

6. How will the return be managed with staff changing regularly? How will staff be informed of this information?	Staff will not change. We will not longer work to a rota system. All members of staff will work to a daily schedule, in line with contracted hours with their pod
7. What cover plans have been thought of should leaders/teachers have significant absence? (all staff)	Normal cover arrangements will be in operation. Teaching staff may need to cover lunchtimes if MDSA's are absent. Supply staff maybe required for other absences

5. Pupils	Actions needed
1. How could you adapt the timetable to allow for more socially distant activities (e.g. outdoor learning/use of hall?)	Each pod will work to their structured class timetable with staggered times for entry, breaktime, toilet use, use of outdoor spaces, lunchtime and use of any key spaces around school such as the hall
2. Do you have a full up-to-date list of all eligible key workers, including those who have not taken up the offer yet, but do qualify?	N/A as all pupils will now be expected to attend school
3. How are transport arrangements being managed and maintained for pupils? How will this look as increased number of pupils attend school at different times/days? Is there a need to place restrictions on parking near the building? Does guidance need to be sought from the highways department? Would there be any issues if more families cycle to school?	Pupils will enter via assigned gates at a given time. One parent only to drop off/collect where possible. If pupils/parents travel by cars, they will be advised to wait in cars until their designated time of arrival/exit. Of those using cars, where pupils are entering via the lower school, parents will be advised to park along Richardson Avenue. Those using the upper school, Dame Flora Robson Avenue and Winskell Rd as necessary. Should there be any concern regarding parking/bus access this will be reviewed and parents contacted about parking spaces.

	We have designated storage for 16 bikes/scooters in each half of school, however other areas could be used for storage at both ends of school if needed
4. What do leaders think will be more difficult or not possible to do in school due to social distancing rules? Are there alternatives that could be considered for now and/or in the future?	<p>No school visits will take place for the initial part of the Autumn term, instead we will encourage visitors to school (who will be made aware of our risk assessments). No large gatherings: assemblies, performances etc</p> <p>Use of sports/science equipment needs to be confined to a specific pod where appropriate and where it does need to move across year groups will be thoroughly cleaned between groups</p> <p>Outdoor equipment will now be in use. They will be allocated to a year group each day and cleaned each evening by our site manager</p>
5. What will be the provision of meals look like and how will arrangements be made to ensure social distancing? What guidance is there from the meals contractor?	<p>Each MDSA will be allocated a year group to supervise for a lunchtime period. The halls/yards will be rotated during this time so only one year group accesses an area at a time</p> <p>Tables for school meals will be safely distanced and cleaned before each year group's use</p>

6.The curriculum and learning	Actions needed
1. What has the curriculum for pupils at home looked like since the school closed? How are leaders ensuring this is working effectively? Does anything need to change now that there is an extended period of home learning for many pupils? Are there parents who need more guidance (e.g. calculation strategies). If so how can this be managed?	At the start of lockdown, home learning focused on protecting the children's social, emotional and mental health and developing life skills, without putting too much pressure on parents/carers to home school their children. The children had been set a bingo board with a variety of educational/life-skills activities to complete. Links to key website where included for each year group. After the Easter holidays, home learning was

	<p>updated to a topic approach. Each year group has been set the topic they would have been focusing on in the Summer term. The children have been set various activities to complete, linked to their topic, with the aim of the children’s work being used when they return to school. In addition, the list of online educational resources for home learning was shared with parents/carers, along key website links (e.g. BBC Bitesize Daily)</p> <p>Full remote learning packs including an online element are available for any child who is self-isolating</p> <p>Teachers made a check-in phone with parents/carers of children in their class. Concerns or suggestions around home learning where passed onto leaders to address</p> <p>New home learning will need to be considered for the children not attending school and this will be discussed during the inset day with all staff</p> <p>14.07.2020 - All children will be expected to attend school from 9<sup>th</sup> September 2020 in line with the government guidance. Children will be provided with a remote learning platform they can access at home, if a pod needs to be closed for 14 days. Guidance on how to access the remote learning will be provided to parents/carers</p>
<p>2. How will staff manage delivering school-based learning alongside the requirement to provide “home learning” for those not attending?</p>	<p>Planning the curriculum and home learning will be discussed and agreed upon with all staff members during the INSET day. Year group teams will be responsible for planning home learning for their year group and subject leads will be responsible for planning and resourcing the Year 6 curriculum. In each pod, there will be 2-3 members of staff, giving flexibility for teachers to have planning and resourcing time</p>

	14.07.2020 - Year group teams will be responsible for planning the remote learning if their pod is closed
3. What approach will there be to “marking” pupil work during COVID19 (NB reducing transmissions)	<p>Verbal feedback and self-marking (using the interactive whiteboard and/or visualiser where possible) will be used to mark children’s work and reduce transmission. If a written comment is absolutely necessary, teachers to wash their hands before and after marking each book. Marking to be kept to a minimum. No children’s work and/or books may leave the school site</p> <p>14.07.2020 - The new school Marking policy will be implemented in September 2020.</p>
4. How will pupils’ behaviour be managed - after the break with school routines and expectations? Does the school policy and practice need to be adapted? What guidance is there on exclusions?	<p>Changes to our school’s behaviour policy will need to be made to include principles on:</p> <ul style="list-style-type: none"> <li>● Altered routines for arrival and departure</li> <li>● Hand washing and sanitising</li> <li>● Social distancing</li> <li>● Expectations around ‘catch it, bin it, kill it’ and avoiding touching of mouth, nose and eyes with hands</li> <li>● Arrangements for children displaying symptoms</li> <li>● Rules on equipment and resources</li> <li>● Amended expectations about playtimes, lunchtimes and use of toilets</li> <li>● Clear rules about coughing and spitting at or towards any other person</li> <li>● Rewards and sanction system where appropriate.</li> </ul> <p>The new rules and routines will be communicated with parents/carers before 8<sup>th</sup> June and will be communicated with children on 1<sup>st</sup> June. The new rules will be taught to each pod by staff and regularly and rigorously reinforced throughout every day</p>

	Consequences will be consistently imposed when rules are broken, in line with the policy, as well as encouragement and rewards being used to reinforce well-executed rules
5. How will the curriculum address the impact upon learning for pupils linked to well-being - loss/stress/concern?	Children will be given opportunities to talk about their experiences of the past few weeks. Pastoral lessons will be taught with a focus on revisiting relevant topics (e.g. mental wellbeing, staying safe) and opportunities for children to re-develop friendships and peer groups. Advice and resources will be sought from Place2Be to support teachers in the delivery of the curriculum around mental health. If needed, children will have opportunities for one-to-one conversations with trusted adults to offer additional support. Place2Be will follow own risk assessments, which will also be agreed with the Principal. A link worker from the Healthy Minds team will also be available to support both staff and pupils.
6. What are reasonable expectations for the curriculum in the current circumstances and how will these develop as the school moves through the phases of re-opening? Is there a “stepped” plan in place?	<p>Year 6 teaching will be focused on preparing the children for secondary school. English and Maths will be taught to recap key topics as well as a creative topic linked to home learning. Children will take part in outdoor PE with non-contact lessons being planned. Transition activities will be completed to prepare the children for secondary school</p> <p>14.07.2020 - Class teachers and year group teams to use O’Track to identify gaps in children’s learning. Lessons will be planned to support closing the current gaps in the first three weeks of the new term. A discrete Geography and Science topic may be taught in the first three weeks and on week four summative assessments will take place. Children will start their year group curriculum in the first week in October</p>
7. How are leaders looking at the development of the curriculum for 2020/2021?	The impact of COVID 19 will be accommodated in 2020-2021 curriculum. We will aim to teach any skills that weren’t be able to be included this year following any DFE advice



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8. How will leaders consider what the expectations for the quality of education will be during all phases, considering realistically what the phases of admitting pupils will be?	Keeping the children safe in school and protecting their mental well-being will be school's main priority. Teaching children on how to keep themselves safe (handwashing, social distancing, etc.) will be the main focus when starting back at school alongside lessons on mental well-being. Once children are confident with the new routine, educational topics will be introduced

7.Communication with pupils/students	Actions needed
1. What contact will staff have with pupils to share expectations for return to school?	When children return on 8 <sup>th</sup> June, the new routine for their pod and the new school rules will be shared, taught and regularly and rigorously reinforced throughout every day. Children will be taught how to wash their hands correctly and the rules of 'caught it, bin it, kill it'. Posters will be used in classrooms and around school to reinforce key messages Consequences will be communicated with children and if the rules are broken, the consequences will be consistently imposed. Encouragement and rewards being used to reinforce well-executed rules. Images of what pod classrooms will look like will be posted on our online platforms prior to the children entering school

	<p>14.07.2020 - An electronic letter was sent out today to outline the new procedures for the return of all children in September. When the children return on 9<sup>th</sup> September the new routine for their pod and the new school rules will be shared, taught and regularly and rigorously reinforced throughout every day. Children will be taught how to wash their hands correctly and the rules of ‘caught it, bin it, kill it’. Posters will be used in classrooms and around school to reinforce key messages. Consequences will be communicated with children and if the rules are broken, the consequences will be consistently imposed. Encouragement and rewards being used to reinforce well-executed rules. Images of what pod classrooms will look like will be posted on our online platforms prior to the children entering school</p>
<p>2. How will pupils be supported to stay safe in school / follow social distancing rules etc -</p>	<p>The new routine for each pod and the new school rules will be shared, taught and regularly and rigorously reinforced throughout every day when the children return on 8<sup>th</sup> June. Children will be taught how to wash their hands correctly and the rules of ‘caught it, bin it, kill it’. Posters will be used in classrooms and around school to reinforce key messages</p> <p>14.07.2020 As above</p>
<p>3. How are staff going to gauge how pupils are feeling about returning to school? How will this inform the curriculum for them? Are there “tools” or resources to support pupil wellbeing? What guidance is available from external professionals?</p>	<p>Open discussions around children’s feelings on returning to school will take place. Children will be given opportunities to talk about their experiences of the past few weeks. Pastoral lessons will be taught with a focus on revisiting relevant topics (e.g. mental wellbeing, staying safe) and opportunities for children to re-develop friendships and peer groups. Advice and resources will be sought from Place2Be to support teachers in the delivery of the</p>

	curriculum around mental health. If needed, children will have opportunities for one-to-one conversations with trusted adults to offer additional support
4. What opportunities will pupils have to be able to share the experiences they have had with COVID-19 sensitively?	Children will be given opportunities to talk about their experiences of the past few weeks. Group discussions and one-to-one discussions can be planned for to ensure children feel confident to discuss their experiences and their feelings around it. Advice and resources will be sought from Place2Be to support staff
5. What communication will there be with emotionally vulnerable children who may be reluctant to return to school? How can they be supported at a distance? Can they be accommodated part-time?	Telephone conversations will be available to parents who have concerns about their child's return to school to offer reassurance and answer any questions Part-time timetables can be arranged with a child attending one pod for morning or afternoon sessions each week, building up to full-time attendance
6. How will pupils be included in the consultation process at their level so they understand the expectations and the reasons for the differences in their daily school life?	The new routine for each pod and the new school rules will be discussed when the children return to school. Discussions around the different way of school life will take place, giving children the opportunity to ask questions and share their understanding. At the start of each day, the expectations/daily routine will be reinforced and this will give children further opportunities to ask questions

8.Communication with parents	Actions needed
<p>1. How will leaders communicate with parents during the various phases of re-opening (video link/email/school social media/newsletter?)</p>	<p>Governors support the sharing information with parents as a key principal during this pandemic The school will use the following methods of communication, school website, Principal’s blog School App, Facebook accounts and text messages. Newsletters will also be given to pupils already in school</p>
<p>2. How will leaders manage the different perspectives of parents feeling fearful of sending their child to school and those who are worried about their child falling behind?</p>	<p>Telephone conversations will be available to parents who have concerns about their child’s return to school to offer reassurance and answer any questions Regular home learning will be available to any child who is not in school</p>
<p>3. What on-going weekly/regular communication could be used to ensure parents are kept well-informed?</p>	<p>Weekly updates will be provided to parents/children initially on the website, Principal’s blog, School App and Facebook accounts This maybe more regular if the current situation changes Any vulnerable children not in school will receive weekly/ twice weekly telephone phone calls to check in. All other children will receive fortnightly check in telephone calls</p>
<p>4. Have leaders considered parental choice re sending their children into school - what might this guidance and advice look like and be for parents? Is there a school-based “standard” response?</p>	<p>The school has conducted surveys to ascertain parent’s perspective. The school will encourage pupils to attend school according to current guidance and when it is safe to do so. This is particularly the case for vulnerable pupils. Currently approximately 30% of parents intend to send their child back to school at the current time 13.07.2020 - All children are now expected in school for September 2020</p>
<p>5. How involved are governors in communicating with parents and the school’s community?</p>	<p>Close liaison is maintained between school leadership and the governing body. Weekly meetings will be held with the Principal and CoG. This risk assessment will be shared with the Governing</p>

	Body to seek quality assurance. The rationale and road map will also be shared on the same premise
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9. LA/Trust/Diocese/RSC	Actions needed
1. What support will leaders require from LA/Trust/RSC throughout each phase?	Continue to provide relevant guidance, practical advice and appropriate model risk assessments will be useful
2. What additional support can be brokered - working together - for example as clusters of schools, within federations or trusts etc.?	This is difficult as we are a Stand Alone Trust. But the CoG has been linking with other academies sharing best practice. The Local Authority has provided some support in providing guidance and relevant information
3. How will leaders share and communicate their planning for re-opening with the Appropriate Body? Is the rationale clear and demonstrates leaders secure oversight and planning for their school?	The school will notify the LA of plans to re-open with an appropriate timeframe and road map. The same information will be provided to parents/children initially on the website, Principal's blog, School App and Facebook accounts. It will be followed up by a letter. This information will include a clear rationale and be agreed by the Governing Body Once re-opening the school will advise all visitors not to enter the premises if displaying any symptoms of Covid 19

10. Transition	Actions needed
1. How will leaders contact and support the transition of new children of all phases for September 2020. What	Initial contact already made with CoG from Monkton Infants

<p>aspects will need to change and how will this be managed?</p>	<p>When school returns additional contact made with CoG and Head of the Infant school to plan a programme of events. Future plans will be discussed in line with any guidance and advice received. Any meetings within school will need to follow social distancing rules or be virtual. Transition days/events for children may need to be on a group basis or part of a day dependent on current guidelines</p> <p>A curriculum transition plan will be in operation and shared with staff on 13.07.2020. This will indicate how the curriculum will be delivered for September. This will be reviewed on Week 4 of the Autumn term. There will be a strong focus on children's emotional and well-being and key skills of English and Maths that they have missed in the Summer term of their previous year. However, the intention is still to offer a broad and balanced curriculum</p>
<p>2. How will leaders contact and support the transition of new early years' children for September 2020?</p>	<p>Not applicable</p>
<p>3. What communication needs to take place between secondary and primary schools to ensure effective transition for Y6 pupils'?</p>	<p>Contact needs to be made with secondary schools (NG) to establish what new transition arrangements are and be then assimilated into Y6 teaching programme and school diary</p>
<p>4. What will transition look like for "vulnerable" groups?</p>	<p>Additional visits and parent meetings will be available for children and parents of vulnerable children. This will be agreed with both schools and parents. This is both for Y2 and Y6 children</p>
<p>5. How are leaders ensuring pupils' transition into sixth form and further education settings are considered? What are the transition arrangements and how are pupils/students informed?</p>	<p>Not applicable</p>

<p>6. What arrangements have been thought of to ensure all important information is shared - verbally/documentary - between schools and between home and school?</p>	<p>All files and electronic files are personally transferred to the receiving secondary school. Staff meet corresponding secondary staff (Safeguarding/SENCo etc) to discuss individual children. The same arrangements are in place for Y2 children. Any meetings may need to be virtual</p>
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### Some useful DFE links

- Pupils' mental health support/pastoral care at home: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress>
- Supporting parents: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>
- Home learning support: <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>
- Safeguarding: <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
- Remote learning: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- Risk Assessment advice <https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19> (Stephen Bell recommends looking at this)