

Ashton St. Peter's

Re-Opening Plan (September 2020)

Aug 2020

AREA OF SCHOOL PROVISION	1. STAFFING	
Focus Area	School Protocol	Rationale
Staffing	<ul style="list-style-type: none"> ● The school will follow the Government's guidance related to the full re-opening of the school to all children – this will ensure all staff can attend work, including those deemed clinically vulnerable or extremely clinically vulnerable (except in exceptional circumstances when attendance has been forbidden by a medical professional and further absence has been discussed and agreed with the Headteacher, who will work in line with advice from Human Resources) - ● Wherever possible, the staffing will be consistent in the school's 'bubbles' (as detailed below) ● Specialist teachers, other professionals and contractors, such as sports coaches, peripatetic teachers and therapists, will work with an individual child or children where this is deemed appropriate as a result of a completed risk assessment; the risk assessment will be shared with and signed by the visitor and they will also receive advice about social distancing and hygiene when accessing the school site 	<ul style="list-style-type: none"> ● All staff are expected to return to work in some form as the Government guidance deems it safe for everybody to do so; this will ensure that a full curriculum can be delivered to the children and the needs of the children can be met ● Staff in each bubble will be as consistent as possible to ensure contact between children and adults is limited to a set number ● To reduce the number of people in the building, and therefore reduce the risk of infection, staff who are able to work at home will do so; however, this does not apply to any of the classroom-based staff ● In order to provide the full curriculum and meet the needs of children, specialist teachers, other professionals and contractors will need to be able to visit the school site
Staff Workload	<ul style="list-style-type: none"> ● Senior Leaders will: <ul style="list-style-type: none"> ➢ Ensure curriculum timetables have times when technology is used to impact positively on learning whilst reducing staff workload. ➢ Ensure all teachers and leaders have release time (PPA, NQT and SEND tie) to carry out their duties; cover arrangements will keep staff movement to an absolute minimum (this may mean that some Teaching Assistants may be asked at times to provide cover of some lessons) ➢ Review the workload of staff regularly and address any concerns that arise if needed ➢ Consult with staff about workload and seek ideas about how to reduce this; taking action where this is deemed appropriate 	<ul style="list-style-type: none"> ● During the partial closure of the school, curriculum innovation has seen children making progress by accessing learning using technology; in turn, this has helped to reduce teacher workload but has enabled them to continue monitoring children's engagement and learning development ● Statutorily, all teachers are entitled to Planning, Preparation and Assessment time, which is important in helping them managing their workload; therefore, arrangements have been made to ensure teachers continue to receive release time ● School Leaders are keen to ensure they do everything they can to reduce staff workload
Staff Well-Being	<ul style="list-style-type: none"> ● The safety of staff (and children) will remain the key priority for senior leaders in all decision making ● Senior Leaders will: <ul style="list-style-type: none"> ➢ Be readily available to speak with staff throughout the school day and will check in with the staff throughout each week ➢ Offer one-to-one sessions with staff who are concerned or anxious about attending work as the school re-opens fully ➢ Provide adjustments, wherever this is possible, to staff who are clinically vulnerable or extremely clinically vulnerable in order that they can attend work feeling as protected and comfortable as possible ➢ Ensure that staff who are deemed extremely clinically vulnerable carry out their roles whilst socially distancing (they may also be re-deployed if this is deemed appropriate) 	<ul style="list-style-type: none"> ● In order for the staff team to provide the very best educational experience for the children it is imperative that they feel valued, comfortable and able to fulfil their roles and responsibilities competently; School Leaders want to take all the necessary steps possible to ensure they do their best by all staff with regards to their well-being

	<ul style="list-style-type: none"> ➤ Organise shared staff spaces so that these encourage social distancing ➤ Ensure all staff have a break of a reasonable length (but that the use of the Staff Room is kept to a minimum) ➤ Organise staff training and meetings virtually ➤ Close the school at 4.30pm to all classroom-based staff <ul style="list-style-type: none"> ● Staff have been referred to the Government’s guidance on health and well-being: https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus-covid-19 	
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AREA OF SCHOOL PROVISION	2. SCHOOL DAY	
Focus Area	School Protocol	Rationale
Entry and Exit - Staff	<ul style="list-style-type: none"> ● Before entering the premises, all staff will ensure that they do not have any Coronavirus symptoms, such as a high temperature, cough or loss of sense of smell or taste – if they do have any symptoms they will not attend the school site and will contact the Headteacher immediately, before seeking to be tested for the virus ● On entry, all staff will: <ul style="list-style-type: none"> ➤ Sanitise their hands on entry to and exit from the school building ➤ Maintain distance from all other staff ➤ Go directly to their ‘bubble’ area and only access other parts of the school building when this is absolutely necessary 	<ul style="list-style-type: none"> ● School Leaders will take every step they can to keep everybody as safe as possible by following Government guidance; in turn, all staff will need to follow the protocols and implement all of the required safety measures in order to keep themselves and those around them as safe as possible
Entry/Exit to/from School – Children	<ul style="list-style-type: none"> ➤ Parents/carers must ensure they and their child(ren) socially distance from other children and adults they see leading up to or on the school site ➤ Only one parent or carer will visit the school site and drop off/collect their child(ren) by following the one way, socially distanced system (this will be clearly marked out for all parties who access the school site with staggered times and different entrances) – children must remain with their parent or carer at all times up to the school gates where parents will not be able to enter. <p><i>Note: The children in Upper Key Stage 2 are able to walk to and from school independently; they will be able to do this in September but will be expected to follow the school protocols when accessing and leaving the school site – if this does not happen, then parents/carers will be asked to drop off and collect their child</i></p> <ul style="list-style-type: none"> ➤ The start and finish to the school day will be staggered; timings are as follows: ➤ Early Years Foundation Stage: 9:15-3:10 ➤ Year 1: 8.45-3.00 ➤ Year 2: 8.55-3.20 ➤ Year 3: 9.05-3.30 ➤ Year 4: 8:45-3:10 ➤ Year 5: 8:55-3:20 ➤ Year 6: 9:05-3:30 <ul style="list-style-type: none"> ➤ Parents/carers should drop off siblings at their earliest drop off time and collect at the latest collection time (note: children will be given a self-contained activity to complete each morning and will be overseen by a member of the teaching team in their bubble). 	<ul style="list-style-type: none"> ● Limiting the number of people coming on to site is important in order to limit the number of potential contacts that can be made and ultimately working to reduce the risk of the spread of infection ● Staggering the start and finish times of the different bubbles limits the potential contact between wider groups of children, thus reducing the potential spread of infection ● In order to avoid groups of parents/carers and children having to wait to drop off siblings at their staggered start time, which could result in an increased risk of the spread of infection as families from different bubbles could come into contact, sibling should be dropped off at their earliest drop off time and collected at their latest collection time. ● It is difficult to keep very young children socially distanced and this poses a risk to other users of the school site; therefore, in order to keep families socially distanced, bringing pre-school children on to site must be very carefully managed and they must not be able to roam freely ● Gatherings can result in an increased risk to the spread of the virus; therefore, parents/carers will be unable to gather at drop off or collection times either with their children or without

	<ul style="list-style-type: none"> ➤ After dropping off children to school, or collecting them, parents/carers must NOT gather at the school gates to speak with other parents/carers (therefore, all parents/carers and children will need to arrive at their allotted time) ➤ The children's entry and exit to the building will be arranged as follows: ➤ EYFS: Through staff car park and into their side door ➤ Year 1: Through staff car park and round past reception into their back door ➤ Year 2: Through staff car park and round past reception into their back door ➤ Year 3: Through staff car park and in through the hall ➤ Year 4: Through the field gate at the top of the path from parent carpark and round to their classroom entrance ➤ Year 5: Through the field gate at the top of the path from parent carpark and round to their classroom entrance ➤ Year 6: Through the field gate at the top of the path from parent carpark and round to their classroom entrance ➤ Parents/carers will NOT be able to enter the school building without a prior appointment; therefore, they will NOT be able to bring their children into the building when dropping them off 	<ul style="list-style-type: none"> ● Bubbles of children will use different access points into the building to limit the risk of cross-contamination ● All visitors to the building must be limited to the absolute minimum to reduce the risk of the spread of Coronavirus; in previous years, it is only the Early Years parents and carers who would have entered the building for the first couple of days in order to handover their children to their teachers; however, the teachers and other staff will be available at the access door meaning the handover can take place without parents/carers entering the premises
Collective Worship	<ul style="list-style-type: none"> ● Children will all take part in Collective Worship in their class groups – these will be organised/recorded by staff and shared with all teachers ● We may try to deliver some Collective Worship through virtual meetings 	<ul style="list-style-type: none"> ● Key themes and messages are shared in Collective Worship and they are vitally important in the development of the school's ethos as well as the learning of the children; however, it is not possible to bring different bubbles together for Worship and, therefore, technology will be used to ensure all of the children are able to engage with the Worship.
Lunch Time	<ul style="list-style-type: none"> ● All children will eat in their classrooms. ● Lunches will be collected from the school hall and taken back to classrooms to be eaten and disposed of in a large black sack. ● Lunchtimes will be staggered: <ul style="list-style-type: none"> ➤ Reception: 11:45-1:00 (11.45 food collection from hall, play outside year R) ➤ Year 1: 12:00-1:00 (12:00 food collection from hall, 12:30 play outside classroom) ➤ Year 2: 12:00-1:00 (playtime: 12:00-12:30, 12:30 food collected from hall – outside classroom) ➤ Year 3: 12:20-1:10 (12:10 collect food from hall, 12:40 playtime half of playground) ➤ Year 4: 12:20-1:10 (12:10 playtime half of playground, 12:40 collect food from hall) ➤ Year 5: 12:20-1:20 (12:20 (collect food from hall, 12:50 playtime half of playground) ➤ Year 6: 12:20-1:20 (12:20 playtime half of playground, 12:50 collect food from hall) 	<ul style="list-style-type: none"> ● To avoid taking children into shared spaces unnecessarily, where it would be very challenging to ensure tables and chairs were cleaned in between bubbles, alternative arrangements have been made; for example: <ul style="list-style-type: none"> ➤ At lunchtime, the children will eat their lunches in their classrooms ➤ Lunchtime play will be staggered so that only one bubble of children is out in an area at a time This approach will reduce the risk of the spread of Coronavirus as bubbles of children will not meet outside or share spaces in the building
Break Times	<ul style="list-style-type: none"> ● At playtime, the children will be supervised by their 'bubble' adults, who will also act as first aiders ● During break times, the children will be expected not to play games including physical contact ● Morning playtimes will be staggered: <ul style="list-style-type: none"> ➤ Year 1- 10:15-10:30 outside year 1/2 area ➤ Year 2- 10:35-10:50 outside year 1/2 area ➤ Year 3- 10:35-10:50 half of main playground ➤ Year 4- 10:15-10:30 half of main playground ➤ Year 5- 10:15-10:30 half of main playground ➤ Year 6- 10:35-10:50 half of main playground 	<ul style="list-style-type: none"> ● Lunchtime play will be staggered so that only one bubble of children is out at a time; this approach will reduce the risk of the spread of Coronavirus as bubbles of children will not meet outside ● Year R will use their outside area throughout the day

Teaching Groups/Bubbles	<ul style="list-style-type: none"> The children in each year group will form a teaching group/bubble i.e. there will be seven bubbles in total – Reception, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6 The children will remain in their bubble throughout the day and each bubble will maintain consistent staffing as much as possible The children will remain in the class groups as much as possible but will also move to different learning for PE. Normal toilets will be used by their year groups and be cleaned regularly. Children will be encouraged not to go in groups during class time. Each of the bubbles will be allocated specific times when they can use the outdoor space and hall for Physical Education lessons i.e. only one bubble will use the hall space one time in the event of bad weather. The library will also be timetabled. 	<ul style="list-style-type: none"> Children will remain in their bubbles all day and will avoid meeting with anybody from another bubble in order to avoid cross-contamination and ultimately reduce the risk of the spread of infection Indoor shared spaces will be allocated to specific bubbles at specific times and only one bubble will use an indoor shared space on any given time – this will ensure that indoor shared spaces are not shared and ideally can be deep cleaned before use by a different group of children and should reduce the risk of the spread of infection
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AREA OF SCHOOL PROVISION 3. CURRICULUM		
Focus Area	School Protocol	Rationale
General	<ul style="list-style-type: none"> The school will implement its curriculum plan as always with slight changes to PE and music to ensure safety measures are in place. School staff will work hard and be creative to enrich the curriculum; school trips to outdoor spaces in the local area and day trips to specific places in the United Kingdom will be considered – a trip will, as always, be linked to a very thorough risk assessment, which includes information on how protective measures will be implemented to reduce the risk of spread of COVID-19 infection In Music lessons, teachers will: <ul style="list-style-type: none"> Reduce the risk of the spread of infection, by following Charanga’s adapted scheme to meet the safety needs of Covid-19 The Physical Education (PE) curriculum will: <ul style="list-style-type: none"> Be delivered in line with guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport and advice from organisations such as the Association for Physical Education and the Youth Sport Trust Be delivered when children are in their class groups only Offer children the opportunity to use equipment but this must be cleaned before it is used by another class For now, not include teaching about contact sports Prioritise outdoor sports wherever possible but ensure that, if the PE is being taught indoors, then the teaching space is large, distancing between pupils is maximised by taking children in for their lesson in groups of fifteen at any one time and there is scrupulous attention to cleaning and hygiene with lots of ventilation Ensure that only one bubble uses the school hall at any one time: 	<ul style="list-style-type: none"> It is intended that the children will receive a full curriculum provision in 2020-2021 as it is believed this is what all children deserve and are entitled to; therefore, the children will learn about all subjects, including Relationships and Health, Music and Physical Education Curriculum enrichment is an important part of Ashton St. Peter’s provision and school staff are already thinking creatively about how to enrich the curriculum provision in 2020-2021; this will include school trips and use of outdoor spaces where this is deemed safe to do so
Early Years Foundation Stage	<ul style="list-style-type: none"> Staff in Reception will address gaps in: <ul style="list-style-type: none"> Language (and they will work to extend children’s vocabulary) Early reading (ensuring children’s acquisition of phonic knowledge is secure) Mathematics 	<ul style="list-style-type: none"> School staff want to focus on key areas in order to close the appropriate gaps in children’s learning in order for them to reach their full potential; these focus areas have been identified by the Department for Education
Key Stage 1 and 2	<ul style="list-style-type: none"> Staff in Key Stage 1 and 2 will ensure the curriculum remains broad (including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education) whilst identifying gaps and re-establishing good progress in: <ul style="list-style-type: none"> Phonics Reading (ensuring that children are given opportunities across the curriculum to read widely) Vocabulary development 	<ul style="list-style-type: none"> School staff want to focus on key areas in order to close the appropriate gaps in children’s learning in order for them to reach their full potential; these focus areas have been identified by the Department for Education and are featured in the school’s protocols

	<ul style="list-style-type: none"> ➤ Writing ➤ Mathematics ● Key Stage 1 and Key Stage 2 will complete all statutory primary assessments in 2021, including: <ul style="list-style-type: none"> ➤ The phonics screening check ➤ Key stage 1 tests and teacher assessment ➤ The year 4 multiplication tables check ➤ Key stage 2 tests and teacher assessment 	
Assessment	<ul style="list-style-type: none"> ● In the first weeks of the new academic year, teachers will assess the children (linked to learning before lockdown) and determine gaps in their learning; these assessments will be used to inform future planning in order that the individual needs of children are met ● In addition to the assessment of the children, staff will review the previous year's curriculum and determine 'missed' learning that can be taught through the curriculum in 2020-2021 (e.g. skills) and areas that will need to be taught in addition to the 2020-2021 curriculum e.g. events in history ● The assessments of the children and the outcome of the curriculum evaluation will be the basis for all planning throughout the academic year 2020-2021; this will lead to teachers making further formative assessments in order to continually review the curriculum provision to ensure it meets individual needs 	<ul style="list-style-type: none"> ● Even though all of the children have been offered daily learning opportunities by the school, due to the vast array of circumstances in which children have been completing these, it is clear that when all the children return to school their progress since March 2020 will be very variable; as such, school staff will need to find out where the gaps are in the learning for each child and address these – this will be achieved by assessing each child ● All children will have missed parts of the curriculum that would have been delivered in the Spring and Summer Terms 2020, if the school had been fully open; therefore, teachers will ensure that the key parts of the curriculum missed by all of the children will be taught in 2020-2021 in order to further address curriculum gaps
Catch-Up Support	<ul style="list-style-type: none"> ● A catch-up support programme will be developed in 2020-2021 to plug any gaps in children's learning; strategies will include: <ul style="list-style-type: none"> ➤ Learning time will be dedicated to exploring topics missed during the school closures. This may include asking children to complete learning activities focussed on missed topics as part of their regularly set homework. ➤ Tuition – whole year groups, small groups and one-to-one ● Any spare capacity within the support staff will be allocated to catch-up support or targeted interventions 	<ul style="list-style-type: none"> ● Teachers will have to think very creatively if children are to 'catch-up' on the learning they have missed over the past two terms; this cannot only take the form of tuition but must be a whole strategy that addresses gaps in learning of whole year groups, groups of children and individual children – the proposed strategies are a starting point to the 'catch-up' strategy that will be implemented at Ashton St. Peter's in 2020-2021 academic year ● Addressing children's gaps in learning is vital and, therefore, this will be the main focus in the new academic year; all available funds and staffing hours will be allocated to address children's missed learning
Supporting Children's Well-Being	<ul style="list-style-type: none"> ● In September, at least two weeks (whilst children return to their 2019-20 classes) will be spent focussing on areas such as: <ul style="list-style-type: none"> ➤ Children's well-being ➤ Children's physical, social (including the rebuilding of friendships) and emotional needs ➤ Re-building children's trust ➤ Children's ability to regulate and manage their own behaviour ➤ The re-establishment of rules, routines and expectations ➤ Addressing and equipping pupils to respond to issues linked to Coronavirus ● Ongoing assessment of the children's 'personal development' needs will lead to a future provision that may include: <ul style="list-style-type: none"> ➤ Whole school focus on specified areas 	<ul style="list-style-type: none"> ● It is clear that many children will have been significantly affected by the loss of their education for nearly two terms; this loss will certainly have impact on the learning but could also have greatly impacted on their well-being as well – therefore, supporting children's well-being will be a key focus in 2020-2021

	<ul style="list-style-type: none"> ➤ Year group support ➤ Small group support ➤ One-to-one support (which may be provided by outside agencies or professionals, such as school nurses) ➤ Nurture <ul style="list-style-type: none"> ● Parents/carers who are concerned about their child(ren) returning to school will be encouraged to contact the school so that the appropriate support can be provided in order that the child(ren) return to school 	
Supporting Children with Special Educational Needs and/or Disabilities (SEND) or those who are Vulnerable	<ul style="list-style-type: none"> ● Children with special educational needs and/or disabilities will receive one-to-one support where they are entitled to this; this support will be prioritised ● Individual support for children with SEND will be organised where they need specific help related to their return to school 	<ul style="list-style-type: none"> ● At Ashton St. Peter's, providing children with an excellent educational experience where they can thrive and achieve their full potential is always an absolute priority; this approach is also applied to the children with Special Educational Needs and/or Disabilities (SEND) or those who are vulnerable – therefore, School Leaders are committed to ensuring that these children receive the support, resources and provision they need to excel, when they return to school
Extra-Curricular Provision	<ul style="list-style-type: none"> ● There will be wrap-around care (Early Birds and Evening Owls) starting from 7th September for those children who need it and no other arrangements can be made. ● Sports provision during lunchtimes will go ahead as normal although the sports teacher will only be working with children from one year group per day. ● Dance clubs and other after school/ before school activities will take place upon receiving a risk assessment and satisfying safety measures being met. 	<ul style="list-style-type: none"> ● School Leaders want to support parents/carers to attend work.

AREA OF SCHOOL PROVISION	4. Behaviour Management	
Focus Area	School Protocol	Rationale
Behaviour Policy	<ul style="list-style-type: none"> ● Senior leaders have or will: <ul style="list-style-type: none"> ➤ Review the school's Behaviour Policy and make changes where appropriate in order that it reflects the current climate and supports the implementation of the protective measures ➤ Ensure all staff are up to date in September 2020 in order that the Behaviour Policy is implemented effectively and consistently (all new members of staff to read the policy) ➤ Keep parents updated with any changes to the policy ➤ Ensure that poster for Ashton's Covid-19 behaviours are displayed around the school and referred to ➤ Where appropriate, write risk assessments for children who present with challenging behaviour, and individual behaviour support plans where necessary, working to keep everybody involved as safe as possible ● School staff will: <ul style="list-style-type: none"> ➤ Thoroughly read, agree and adhere to the updated Behaviour Policy ➤ Proactively teach new rules to the children (starting on the first day the children are in school) ➤ Regularly and rigorously reinforce behaviour throughout every day (in accordance with the school's updated Behaviour Policy) ➤ Positively reinforce well-executed rules through encouragement and rewards 	<ul style="list-style-type: none"> ● The school's Behaviour Policy underpins its ethos and is therefore an integral part of the organisation; however, some of the previous policy undermines some of the safety measures that are now required in school e.g. distancing – therefore, a review of the policy is needed to ensure it continues to promote the school's ethos but keeps all parties as safe as possible too e.g. by including rules about hygiene

	<ul style="list-style-type: none"> ➤ Consistently impose consequences when rules are broken, in line with the policy 	
Movement around the School (including Corridors)	<ul style="list-style-type: none"> ● The children will remain within their year groups throughout their time in school, leaving only to visit the hall if they have a year group slot or to go outside (they will exit, and then re-enter, their learning areas via the external doors of their classrooms) ● Staff will ensure, wherever possible, that the children avoid corridors and cloakrooms; children's belongings will need to be carefully organised within the learning area: <ul style="list-style-type: none"> ➤ Early Years – staff will supervise the children in placing their belongings in the class cloakrooms and help return them when needed ➤ Years 1-4: <ul style="list-style-type: none"> ▪ The children's drawers will be used as normal to store their own small stationary. ▪ Lunch boxes will be kept on the blue trolleys outside the classrooms and collected by an adult at lunch times and used in classrooms ▪ The children will hang their coats on the back of their chairs and place any bags on the sides in the classroom or under desks. ➤ Years 5 and 6 : <ul style="list-style-type: none"> ▪ The children will place their bags and coats in their own locker space; their pencil cases and planners will be placed on their tables or in their drawers 	<ul style="list-style-type: none"> ● In line with Government guidance, every step is being taken to keep the users of the school site as safe as possible; the guidance recommends that children remain in bubbles and that the bubbles should not intersperse – as a result, movement around the school has been limited as much as possible to avoid contact between bubbles

AREA OF SCHOOL PROVISION		
Focus Area	School Protocol	Rationale
Training and Support for Staff	<ul style="list-style-type: none"> ● Prior to the first day of opening, all staff will meet with the Head about the in-house protocols ● After the school has re-opened, the school provision will be regularly monitored and evaluated; results of this will be shared with all staff, focussing on changes/improvements that need to be made ● Teacher Training trainees will not be taken on by the school in Autumn term and this will be reassessed in Spring 	<ul style="list-style-type: none"> ● It is important that the protocols are reviewed by a range of stake holders as this will address any issues and omissions prior to their implementation ● In order for the return to school to go smoothly and for all users of the site to feel confident and comfortable with the school's full re-opening, it is important for information related to this to be shared with all stake holders – when the school re-opened on 1st June, this approach resulted in calm, comfortable and happy children, parents/carers and staff
Sharing Arrangements with Stakeholders	<ul style="list-style-type: none"> ● Governors will receive the risk assessment and re-opening plans via email ● The Headteacher will: <ul style="list-style-type: none"> ➤ Share arrangements with senior leaders via email and virtual sessions ➤ Share arrangements with staff via email, small group face to face meetings during INSET day ● Parents/carers will receive information about arrangements via parent mails, the school website and possibly the new Twitter account 	
Meetings with Parents/Carers	<ul style="list-style-type: none"> ● Any visits to the school will be limited to the absolute minimum; however, it will be possible for regular volunteers to offer their support when the school fully re-opens in September; volunteers will be allocated to a specific bubble throughout their volunteer work and they will be expected to follow the school's protocols (this will include remaining two metres apart from all children and adults) 	<ul style="list-style-type: none"> ● In order to reduce the risk of the spread of Coronavirus, the number of visits to the school site will be limited to those that are absolutely essential; of course this does not mean that meetings cannot take place but means that this will be virtual rather than face-to-face – this has worked well during the school's partial re-opening and is the safest way of 'meeting'
Visitors to the School	<ul style="list-style-type: none"> ● If meetings can take place virtually, rather than people visiting the school, then this will be the preferred means by which to communicate ● Where visits do need to take place, visitors will be asked to book an appointment outside of the school day ● Visitors will be asked to follow rules related to social distancing and hygiene 	

AREA OF SCHOOL PROVISION		
6. PHYSICAL ENVIRONMENT		
Focus Area	School Protocol	Rationale
Learning Areas	<ul style="list-style-type: none"> In the Early Years, the children will have a learning 'spot' on the carpet so that they can take part in carpet time activities and so that they can access the interactive whiteboard without getting too close to their peers From Year 1 to Year 6, desks will be organised in rows to enable all children to face the front and each child will be allocated a learning area Learning areas will need to be cleaned after use by a group of children during the day and deep cleaned after school The use of the corridors will be kept to an absolute minimum by: <ul style="list-style-type: none"> Each bubble utilising allocated external doors to move around the site Children only accessing the toilets allocated to their bubble Only using the corridors in an emergency, such as when a child is ill (staff will accompany any child accessing a corridor and ensure that they adhere to hygiene and social distancing rules) 	<ul style="list-style-type: none"> Ashton St. Peter's is working in line with Government guidance which states having children learning in rows is likely to reduce the risk of the spread of Coronavirus Regular cleaning is a vital part of reducing the risk of Coronavirus and this is very important if different learning spaces in the bubbles are being accessed by different groups of children
Resources and Equipment	<ul style="list-style-type: none"> Any shared resources and equipment used by a bubble will need to be left unused for a 48 hour period (72 hours for plastics) or meticulously cleaned after use and before it is returned to general storage Outdoor play equipment must only be used by one year group per day and will be on a rolling rota. This will need to be wiped down after each use. All staff will have their own stationery Children will need to bring the following items to school: <ul style="list-style-type: none"> Coat (+ hat, gloves, scarf when appropriate) Book bag or rucksack Reading book Reading record or planner Named water bottle Lunch (if having a packed lunch from home) A pencil case which will have specific stationery items Mobile phone (for children in Upper Key Stage 2 who are walking to and from school only) Children will be taking reading books home as part of the school's Homework Policy; when returned, reading books should be left in a box for no less than 48 hours before they are made available for another child to choose 	<ul style="list-style-type: none"> As Coronavirus can live on objects, shared resources and equipment must be clean when being used by multiple groups of children – however, cleaning small items, such as pencils, for thirty children on a regular basis would be unmanageable and, therefore, it is better if children have their own equipment Communal areas e.g. cloakrooms, where lots of children could potentially be in very close proximity of one another, increase the risk of the spread of Coronavirus and will therefore not be used in school for the time being Reading is a very important aspect of the curriculum and children's learning and therefore this must be consistently promoted; home readers form a very important part of Ashton St. Peter's educational provision – therefore, protective measures will be put in place in order that children can bring books home in order to read daily

AREA OF SCHOOL PROVISION		
7. HEALTH AND SAFETY		
Focus Area	School Protocol	Rationale
Safeguarding	<ul style="list-style-type: none"> The school will adhere to the reviewed Safeguarding (including Child Protection) Policy Pre-appointment and safeguarding checks will continue to take place for all new staff (note: these will take place in person rather than virtually from September 2020) School Leaders will continue to ensure that appropriate checks are carried out on all individuals involved in regulated activity, as per the Department of Education's Keeping Children Safe in Education document Working with the classroom based staff, the Designated Safeguarding Leads and SENDCo will work together to address any new safeguarding/welfare concerns, including by seeking support from external professionals (such as the school nurses) 	<ul style="list-style-type: none"> Safeguarding is always a key priority at Ashton St. Peter's and these recorded points are simply reminders that feature in the Department for Education's guidance; however, the safeguarding of children has and always will be a fundamental part of the school's work

Site Safety	<ul style="list-style-type: none"> All internal health and safety checks have continued and the relevant records kept throughout lockdown and the partial re-opening of the school – this will continue once the school opens to more children All health and safety checks and servicing work that has been required according to the school’s ongoing schedule have taken place – this will continue once the school opens to more children A whole site health and safety check will be carried out once the relevant changes have been made to the provision, according to the protocols detailed in this document; the outcomes of which will be recorded for future reference During their time in school, staff will: <ul style="list-style-type: none"> Wash or sanitise their hands regularly (including on entry and exit) Maintain distance from all other staff and children where possible (note: two metres from adults) Limit the number of areas that they access; the areas will include the main reception area, the staff toilets, the Staff Room, the main corridors, the hall, their classroom and outdoor spaces (via the appropriate door) 	<ul style="list-style-type: none"> Ashton St. Peter’s has very high standards in relation to health and safety and these will simply need to continue, with adaptations to the provision in light of advice and guidance about COVID-19, to ensure the safety of site users To keep people safe, the requirements of this document must be implemented and adhered to; a site check is one way in which this will be monitored
Fire Safety	<ul style="list-style-type: none"> On hearing the fire alarm, each class will exit the building via the allocated fire exit, whilst distancing, Each class will walk to the field and line up in their allocated area, distancing from the other classes A register will be taken for each class by one of the adults linked to the bubble Children will remain on the field for the minimum amount of time possible 	<ul style="list-style-type: none"> The safety of staff and children is of paramount importance and all users of the site need to know what to do in the event of a fire; however, at such a time, all individuals will still need to follow the rules that reduce the risk of spread of the virus in order that the risk of cross-contamination continues to be kept to a minimum Practising the fire drill is essential if children and adults are to be prepared and for all parties to understand how an evacuation should happen, whilst still adhering to social distancing rules
First Aid	<ul style="list-style-type: none"> Whilst all staff are encouraged to maintain social distancing whilst in the school environment, it is clear that there are some circumstances where some children may need intimate care (for example, if a child becomes ill or if they need support with toileting) – in these cases, staff will assist but with protection from Personal Protective Equipment; however, this should only equate to the same PPE that would have been used before the Coronavirus outbreak Children who require medication to be administered in school will, in most cases, have their medication held securely in the medical room; first aid trained staff in the Learning Group ‘bubble’ will administer the medication with advice and guidance from a first aider who is trained to administer medicine (this first aider will also keep an overview of the administration of medicines) - staff who administer medication will wear suitable Personal Protective Equipment and follow the required procedures as directed by the first aider who is trained to administer medicine <p><i>Note: All children with intimate care plans will have these reviewed as soon as they return to school to ensure the safety of all children and staff</i></p>	<ul style="list-style-type: none"> At times, children will need intimate care but it is important that, when such an event occurs, individual members of staff and the child concerned are kept safe – Personal Protective Equipment is one way in which to achieve this, although the Government has advised that Personal Protective Equipment, that is more than would have been worn previously e.g. face coverings, is not necessary unless staff are dealing with an individual who has Coronavirus symptoms and from whom they cannot distance Children who require medication in school must remain safe by staying in their ‘bubble’
Cleaning	<ul style="list-style-type: none"> All classrooms will have available: <ul style="list-style-type: none"> Cleaning products Sanitising wipes for wiping some equipment In other key areas of the school there will be: <ul style="list-style-type: none"> Cleaning products Sanitising wipes for wiping some equipment During the day, frequently touched surfaces will be cleaned often (using standard products) by classroom-based staff e.g. after a group of children have been in a classroom and have then left to return to their own classroom All areas that have been accessed during the day will be thoroughly cleaned after school; cleaning will include resources, equipment, surfaces, chairs (particularly the children’s), flooring, toilets, doors, door handles etc. 	<ul style="list-style-type: none"> Thorough, timetabled cleaning is one of the strategies employed to reduce the potential spread of the virus; during the partial opening, thorough and regular cleaning (alongside consistent application of health and safety procedures) ensured the virus was unable to spread

Hygiene	<ul style="list-style-type: none"> ● All classroom-based staff will be encouraged to leave the school building by 4.30pm so that a deep clean can take place ➤ In all classrooms there will be: <ul style="list-style-type: none"> ➤ Soap for sinks ➤ Hand sanitiser (children’s use of the hand sanitiser must be supervised given risks around ingestion) ➤ Wipes (to be used only for ipads and Chromebooks) ➤ Disinfectant spray to use on heavy traffic areas and resources ➤ Hand cream (if brought from home) ➤ Disposable paper towels ➤ Lidded bins ➤ Posters to promote hygiene ➤ In other key areas of the school there will be: <ul style="list-style-type: none"> ➤ Soap for sinks ➤ Hand sanitiser (children’s use of the hand sanitiser must be supervised given risks around ingestion) ➤ Disinfectant spray to use on heavy traffic areas and resources ➤ Disposable paper towels (instead of the hand dryers in toilets) ➤ Posters to promote hygiene ➤ All staff and children will be expected to: <ul style="list-style-type: none"> ➤ Clean their hands more often than usual with running water and soap, then dry them thoroughly, or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered; hands will need to be washed/sanitised: ➤ On arrival to school and before leaving school ➤ Before and after eating ➤ Before changing learning areas ➤ After break times ➤ After toilet use ➤ Use the ‘catch it, bin it, kill it’ approach ➤ Avoid touching their mouth, nose and eyes ➤ Use their own resources and equipment, including objects like cups 	<ul style="list-style-type: none"> ● Appropriate equipment and products in the relevant areas will ensure staff and children can do all that is possible to limit the risk of the spread of the virus e.g. lidded bins will contain any tissues that may host the virus ● If the staff and children follow strict hygiene rules, they are limiting opportunities for the virus to spread both in and outside of school – the expectations set out in the protocol are helping children to learn life skills for now and the future (in and out of school)
Minimising Contact and Social Distancing	<ul style="list-style-type: none"> ● Once in school, in order to keep themselves and others safe, staff will: <ul style="list-style-type: none"> ➤ Keep a two metre distance from all other adults and children where possible (and minimise any time spent within one metre of anyone) ➤ Use their own cup for drinks and avoid using shared equipment as much as possible, such as the microwave in the Staff Room <i>Note: if these items are used, they need to be wiped down afterwards</i> ➤ Avoid close face-to-face support to children ➤ Limit their contact with other staff members, including by not congregating in shared spaces ➤ Remind themselves of the amendments to the school behaviour policy ● In the classroom, staff will: 	<ul style="list-style-type: none"> ● Minimising contact and social distancing continue to be two very effective strategies in reducing the risk of the spread of the virus and must be a key feature of the school’s work in 2020-2021

	<ul style="list-style-type: none"> ➤ Encourage all children to distance (and avoid touching staff and their peers) whenever this is possible – this will form part of the school rules and children will be taught this in a discreet lesson in September...they will then be encouraged to maintain distance throughout the day ➤ Avoid calling children to the front of the class ➤ Avoid going too close to children’s learning areas to check their work ➤ Help their class/key stage follow the rules on hand cleaning, not touching their faces, ‘catch it, bin it, kill it’ etc. (these messages will be reinforced in posters displayed in the classroom and around the school) ➤ Keep classroom doors and windows open for air flow, if possible ➤ Limit the number of children using the toilet at any time to one ➤ Seat children side to side and facing forward (note: this excludes the Early Years) 	
Toileting	<ul style="list-style-type: none"> ● Whilst all staff are encouraged to maintain social distancing when in the school environment, it is clear that there are some circumstances where some children may need intimate care (for example, if a child becomes ill or if they need support with toileting) – in these cases, staff will assist but with protection from the same Personal Protective Equipment they would have used prior to the Coronavirus outbreak <i>Note: All children with intimate care plans will have these reviewed before returning to school to ensure the safety of all children and staff</i> 	<ul style="list-style-type: none"> ● At times, children will need intimate care but it is important that, when such an event occurs, individual members of staff and the child concerned are kept safe – Personal Protective Equipment is one way in which to achieve this, although the Government has advised that Personal Protective Equipment, that is more than would have been worn previously e.g. face coverings, is not necessary unless staff are dealing with an individual who has Coronavirus symptoms and from whom they cannot distance
Personal Protective Equipment (PPE)	<ul style="list-style-type: none"> ● If staff or children wear face coverings to school, they will be expected: <ul style="list-style-type: none"> ➤ To wash their hands on arrival ➤ To remove the face covering (but not touch the front of their face) ➤ To place the face covering in a lidded bin if it is disposable or in a plastic bag that is then sealed if it is reusable ➤ To thoroughly wash their hands ● Staff will wear Personal Protective Equipment if they are providing intimate care for a child: <ul style="list-style-type: none"> ➤ Toileting – where Personal Protective Equipment is needed because a child continues to need assistance with toileting, the previously used Personal Protective Equipment should be utilised ➤ Caring for a child with Coronavirus symptoms – a face covering, apron and gloves will be worn if the member of staff cannot remain at a two metre distance from the child ● Staff will have the option to wear PPE if they feel more comfortable 	<ul style="list-style-type: none"> ● The guidance suggests that staff and children do not need to wear full Personal Protective Equipment, unless they are supporting an individual who is displaying Coronavirus symptoms, as staff will be working with fairly consistent groups of adults and children and implementing the protective measures detailed in these Protocols ● Staff will only need to wear PPE if they are providing intimate care to children, although this should reflect the same Equipment used before the Coronavirus outbreak ● With regards to staff and children wearing their own PPE (face coverings), school leaders understand people’s anxieties at this current time and this is therefore permitted (although not during teaching time as face coverings could make classroom interaction impossible); it should be removed on entry to school
Illness	<ul style="list-style-type: none"> ● Adults and children must not come to school if they have: <ul style="list-style-type: none"> ➤ Coronavirus symptoms ➤ Tested positive for Coronavirus in the previous seven days ● Adults and children who develop Coronavirus symptoms in school will: <ul style="list-style-type: none"> ➤ Be sent home immediately (<i>note: children will be isolated in the medical room, behind a closed door if possible with a window opened for ventilation purposes, until they can be collected - this room will be deep cleaned with household bleach, alongside any toilet the child has used, immediately after the child has left the building</i>) 	<ul style="list-style-type: none"> ● In an attempt to reduce the risk of the spread of Coronavirus, anybody displaying symptoms cannot attend work/school ● Confirmed cases must be reported to the relevant authorities so that appropriate action can be taken to avoid further spread of the virus

	<ul style="list-style-type: none"> ➤ Be asked to isolate for seven days (and other members of their household for fourteen days) and arrange to have a Coronavirus test <p><i>Note: any adult who has been caring for a child with Coronavirus symptoms will need to wash their hands thoroughly after the child has left the building</i></p> <ul style="list-style-type: none"> ● If the school has a confirmed case of Coronavirus, immediate contact will be made with the Local Health Protection Team and School Leaders will then work with the organisation to take the appropriate steps 	
Test and Trace	<ul style="list-style-type: none"> ● All staff will: <ul style="list-style-type: none"> ➤ Be made aware of the 'test and trace' process in the September 2020 training days ➤ Be informed that will need to book a Coronavirus test if they develop related symptoms ➤ Need to provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace ➤ Need to self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) ● Parents/carers will: <ul style="list-style-type: none"> ➤ Be informed that they will need to book a Coronavirus test for their child if their child develops related symptoms ➤ Need to provide details of anyone their child has been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace ➤ Need to self-isolate, with their child(ren), if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) ● School Leaders will ask parents/carers and staff to inform them immediately of the results of a test so that they can give them the appropriate and guidance 	<ul style="list-style-type: none"> ● The 'test and trace' approach works to reduce the spread of the virus after a case has been confirmed; it is vital for all users of the school site that all parties participate in the 'test and trace' strategy in order to keep everybody as safe as possible, in line with Government guidance
Local Lockdown	<ul style="list-style-type: none"> ● In the event of a local outbreak resulting in some schools being shut or a local lockdown, School Leaders will reinstate the school's previous protocols, once they have been reviewed and updated in line with the current Government guidance ● Remote learning will continue for children on Google Classroom – aligned with the curriculum delivery that was planned in school wherever this is possible; this will be offered immediately to any child or group of children who are not able to attend school or the child will be able to video call in to the input of each lesson so that they still have access to quality first teaching ● School Leaders will ensure there is enough capacity to educate children remotely (note: this would reflect the arrangements put in place in March 2020-July 2020) 	<ul style="list-style-type: none"> ● Due to the nature of Coronavirus, it is difficult to tell whether another lockdown will occur; School Leaders will always plan as though this could happen in order to be fully prepared for such an event

AREA OF SCHOOL PROVISION	8. OTHER	
Focus Area	School Protocol	Rationale
Attendance	<ul style="list-style-type: none"> ● All children are expected to return to school in September 2020 and attend their full session each day; parents/carers who do not send their children into school could receive a Fixed Penalty Notice as a sanction 	<ul style="list-style-type: none"> ● All children will need to be in school for their entire session to avoid unnecessary interactions in the main reception area and in the learning group 'bubbles' from parents/carers collecting children from staff ● The full reopening of the school is progression from the partial reopening, when all children were expected to attend full time

		<ul style="list-style-type: none"> • The school staff need to address gaps in children's learning and this can only be achieved if children attend school full time • The Government has made the decision to reintroduce Fixed Penalty Notices for parents/carers who fail to ensure their child attends school regularly; the school will work in line with Government guidance in all areas
Shielding	<ul style="list-style-type: none"> • School staff will discuss the return of children who have been shielding with their parents/carers if needed and where there are ongoing concerns and work with the parents/carers and health authorities to secure every child's return to school • In the event that the parents/carers of a child who is shielding are advised to keep their child at home, school staff will discuss this with the parents/carers and the arrangements for their home learning 	<ul style="list-style-type: none"> • It is hoped that all children can return to school in September but School Leaders also understand that this may not be possible for a small number of children for health reasons; it is vitally important, if this is the case, that any child working at home does not fall any further behind and close working with the parents/carers is key if remote learning is to lead to the child reaching their full potential
Uniform	<ul style="list-style-type: none"> • All children will be expected to wear full school uniform each day (with exception to year 5 and 6 not being allowed to wear ties), except when they have Physical Education; children will wear their Ashton St. Peter's PE kits to school on their PE day(s) each week • Parents/carers are encouraged to wash uniform very regularly, daily if possible although this is no longer compulsory by government guidelines 	<ul style="list-style-type: none"> • In order for children to feel that sense of belonging, children should wear school uniform so that they understand they are coming into school and they have the appropriate mind-set. Ties are seen as unnecessary germ carriers at this time • Allowing children to wear their PE kits on certain days reduces the risk of children unknowingly exchanging clothes, which could increase the risk of spread of the virus • Daily washing will ensure that, if clothes have become contaminated with Coronavirus, the chance of this spreading is more limited if the clothes are not worn again
Catering	<ul style="list-style-type: none"> • In the first instance, there will be a reduced hot menu on offer for children • Children can choose to bring packed lunches from home as normal • Hot lunches will be provided for children who are entitled to Free School Meals or Universal Free School Meals 	<ul style="list-style-type: none"> • In the first instance, as the Dining Hall cannot be used for lunches due to the potential contamination that could take place between bubbles, lunches will need to be eaten in the classrooms
Monitoring	<ul style="list-style-type: none"> • School Leaders will: <ul style="list-style-type: none"> ➢ Review the school's re-opening protocols in line with updated Government advice and guidance ➢ Seek the views of staff on a regular basis with regards to the effectiveness of the protocols, then make changes where required ➢ Develop a monitoring system that will review and evaluate the effectiveness and consistency in implementation of the re-opening protocols across the whole school, then make changes where required 	<ul style="list-style-type: none"> • School Leaders are keen to ensure that, in line with Government guidance, the school's protocols are as efficient as possible in order to reduce the risk of the spread of Coronavirus – continual review and updating of these to ensure the greatest impact is imperative if they are to remain as effective as possible