



The Quinta Primary COVID-19 Risk Assessment: Whole School Opening

Version 1.2 (Latest edit 01.09.20)

In addition to the risks, control measures and actions shared with parents and staff (attached), the following additions make up the completed risk assessment:

What are the hazards?	Who might be harmed?	Controls	Further Actions	Risk
Contractors will be on site from 27 Aug-15th October refurbishing the school kitchen.	Parents school staff Pupils Contractors	<ul style="list-style-type: none"> The contractors will wear face masks in all areas of the carpark outside of their compound. Contractors will have their own toilet facility. The school will have a copy of their agreed risk assessment. 	<p>Remind parents of the one way system.</p> <p>Ensure contractors are aware of busiest time periods for the one way system.</p>	L
Lunches prepared in food technology areas due to kitchen refurbishment	Pupils Staff	<ul style="list-style-type: none"> Catering team to wear face masks in addition to gloves and other food hygiene preparation requirements. Separate risk assessment to be completed for food hygiene and safety due to the location. 		L
Fire practice drills	Pupils Staff Contractors	<ul style="list-style-type: none"> Staff to stand nearest the back of the class nearest the school. Pupils facing away from school. The field to be used. Classes to remain 2m apart facing their fire point sign. Teacher to close classroom doors on the way out. 	<p>Fire notices to be amended and fire points established with clear posters.</p> <p>New fire policy to shared at INSET and drill in the second week of term. (Notify contractors)</p>	L
Pregnant Staff	Staff / unborn child	<ul style="list-style-type: none"> Pregnant staff offered early maternity leave (up to 4 weeks before due date) where it is not possible to work from home. Individual risk assessment completed for pregnant staff. 		L

INSET Training	Staff	<ul style="list-style-type: none"> • Training will be delivered, socially distanced in the hall for essential information. • Zoom meetings will be used to further distance. 		

Overarching Guidance for all staff:

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- 1) Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
- 2) cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands and wrists are covered
- 3) ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach
- 4) cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- 5) minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times, drop off and collection)

Staff Principles

1. Do not come to work if you have coronavirus symptoms or go home as soon as these develop (informing your manager) and access a test as soon as possible.
2. Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
7. Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
8. Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
9. Reduce the amount of shared stationery your class from sharing equipment and resources (like stationary).
10. Keep your classroom door and windows open if possible, for air flow.
11. Limit the number of children from your class using the toilet at any one time.
12. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
13. Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.

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

Systems of control	Action
<p>Prevention</p> <p>1.Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p>	<p>If a member of staff, pupil, parent or any other adult shows symptoms of Coronavirus or they have tested positive within the last 7 days, they are not to attend school. The symptoms have been communicated with all members of the school community on multiple occasions. https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/</p> <p>If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.</p> <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space where they can be monitored and supported until they are collected by their parents or carers. The room that the child utilised will be immediately cleaned with MP9 solution (or bleach) and the children/adults will wash their hands thoroughly for 20 seconds.</p> <p>In terms of PPE, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace.</p> <p>There will also be a designated toilet assigned to children who fall ill. This toilet is located outside class 6. Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing both gloves and a mask.</p> <p>The designated isolation spaces/toilets are as follows;</p> <ul style="list-style-type: none"> - Preschool corridor (Preschool) end toilet nearest cloakroom. - Quiet Room (Reception and Key Stage 1) Toilet near class 6 - Outside disabled toilet and disabled toilet (KS2) <p>The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. If the test is positive, the school will take guidance from NHS Test and Trace and Public Health Cheshire.</p> <p>All children and adults within that group may need to self-isolate for 14 days and not attend the setting. This is why it is so important to only mix when there are no other alternatives – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.</p> <p>Whether or not the whole bubble will close is dependent on the conditions of the day, rather than waiting for a test result.</p> <p>https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works</p>

<p>Prevention</p> <p>2. Clean hands thoroughly more often than usual.</p>	<p>Adults and children are to wash their hands on the following occasions:</p> <ul style="list-style-type: none"> - Entry to school - Before/after break times - Before lunch - Before leaving school - Anytime that they visit the toilet or cough/sneeze into their hands. <p>Hand sanitiser pumps are located in the entrance and in the hall. Antibacterial wipes will be added to toilets for staff to use once they leave.</p> <p>Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of our culture and behaviour expectations.</p>
<p>Prevention</p> <p>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</p>	<p>Children will be reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown into the lidded bins in each classroom using the foot-pedal to open the bin and their hands must be cleaned afterwards.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks. This is not a reason to deny these pupils face-to-face education.</p>
<p>Prevention</p> <p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>	<p>Toilets and high use contact points will be cleaned after break, lunch and at the end of the day.</p> <p>At various intervals (as per the cleaning schedule), adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment in a caddy. It will be stored appropriately within the classrooms.</p> <p>Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned as above. There are markers for pupils waiting outside if the toilets are at capacity.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings). This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.</p>

Prevention

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

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

Grouping the Children

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

The DfE guidance reads as follows:

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

In order for school to offer a curriculum that is best-placed to support 'catch-up' our bubbles will need to be in phases i.e year groups working as 1/2, 3/4, 5/6. The reasons for this are as follows:

- All children will be able to be considered for catch-up interventions now that teaching support can work across phases. There would not be enough adults to support individual class bubbles.
- We can deploy staff internally to cover PPA/management time within a phase bubble model.
- Staggered entry/exit times and break/lunch times can be managed more effectively in phase bubbles rather than having 14 individual start/finish times. This measure would reduce that to 4 start/finish times.

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

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum.

Measures within the classroom

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

Children with additional needs should receive as much support as normal but adults are to be extra vigilant and mindful of their face-to-face time with the children and reduce this where possible.

Classrooms need to be adapted to support distancing where possible. For classes where the majority of work is done at tables, they will be set out forward facing. This will be Y1-6.

Measures elsewhere

There will be no whole-school events where children and adults are required to congregate. Assemblies will not take place in the autumn term.

Use of the staff room should be minimal. The staff room will remain open to adults, however strict social distancing must be in place and where possible. It is important for your own wellbeing that you see colleagues and I encourage this, but please do not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms. Zones on the field will be marked out so that bubbles don't cross.

Measures for arriving at and leaving school (inc break/lunch times)

Drop off times:

Preschool 9:00 until 9:20am

Reception - Morning session: 9:10 - 9:20am Afternoon session 1: 1:10 - 3:10pm

Year 1 - 6 8:45am – 9:05am

Collection times

Preschool morning 12:00 afternoon / all day 3:00

Reception morning 11:10 afternoon 3:10

Year 1 and 2 : 3:10pm

Year 3 and 4 3:20pm

Year 5 and 6 3:30pm

Children with siblings will be collected **at the later time** and will be looked after by the class teacher until this point. e.g. Billy Y1, April Y3 and Ryan Y6 will all be collected at 3:30pm from their respective classes.

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

Parents are to be encouraged to walk to school where possible and only one parent will be permitted on the school grounds. If children cycle or scooter to school, then they are to use the storage area to lock their bike/scooter securely.

Parents must arrive on time for entry to school, they must not arrive early or late. Parents will be asked to drop off and leave, rather than remain on school grounds.

Similar to last year, teachers will be available to speak to via a phone call appointment through the school office. Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact teachers through if they have queries about the day or they can call to make a phone appointment.

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

Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home.

Disposable face-coverings must be placed in a lidded bin. The wearer must then clean their hands.

Other considerations

	<p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Likewise specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of school procedures and they must adhere to them.</p> <p>Where contractors can attend outside of school hours they should. If that is not possible, they should follow all procedures as determined by school.</p> <p>A record of all visitors must be kept to support NHS Test and Trace.</p> <p>In terms of classroom resources, for regularly used stationery : preschool, reception and Y1 will have shared stationery , wiped down daily. Y2 will have stationery 1 between 2 wiped down daily. Y3-6 will have individual stationery not to be shared. . Other classroom resources like books and games can be used within the bubble but should be cleaned where possible after use.</p> <p>Shared resources, like art/science equipment should be meticulously cleaned between use or rotated to allow 72 hours between use to ensure they are safe.</p> <p>Games that encourage distancing and little touch will be made available to the children.</p> <p>PE equipment will only be used within each bubble and not be shared.</p> <p>Pupils should not bring anything additional from home. There can be no ‘show and tell’. However, children can now take books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours before being returned to the library.</p> <p>Teachers can now take books home (and return them freely) to assess or use to support planning etc. This is also true of library books.</p> <p>Reading diaries and homework books will be sent home at the start of term and will be photographed and uploaded to Seesaw rather than bringing these books in and out of school.</p>
<p>Prevention</p> <p>6. Where necessary, wear appropriate personal protective equipment (PPE).</p>	<p>PPE should only be used for two reasons; where an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support).</p> <p>The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:</p> <ul style="list-style-type: none"> - Face masks - Aprons - Gloves of various sizes - Face shields (limited quantities) <p>Children need to know that some adults might be wearing PPE and that it is ‘ok’.</p>

<p>Response to any infection</p> <p>7. Engage with NHS Test and Trace.</p>	<p>Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.</p> <p>They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the 'stay at home' regulations.</p> <p>Anyone who displays symptoms of coronavirus can and should get a test following the flowchart response.</p> <p>If the test result is negative, the child can return to school assuming they would do so under normal circumstances.</p> <p>If the test result is positive, the child and family need to follow the 'stay at home' guidelines.</p>
<p>Response to any infection</p> <p>8. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.</p>	<p>School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.</p> <p>The admin team will prepare a report that shows the contact details of each member of the phase bubbles to support the contact tracers.</p> <p>School will inform parents of the infection, according to the flowchart, but we will not reveal the name of the infected child/adult.</p> <p>Those contacted or sent home must self-isolate for 14 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go into full isolation following stay at home guidance and have the test. If the symptomatic child's test is negative, they must continue to isolate for the remainder of the 14 days. If the result is positive, they must inform school immediately and isolate for at least 7 days from the onset of symptoms.</p> <p>The Quinta Primary will not (as per the DfE instruction) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.</p>
<p>Response to any infection</p> <p>9. Contain any outbreak by following local health protection team advice.</p>	<p>Keep in contact with our health protection team.</p> <p>If school has 2 or more confirmed cases within a 14 day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout.</p> <p>This could result in a phase bubble lockdown, a school closure or/and a mobile testing station being established in school.</p> <p>Testing will focus on the affected classes, then their year groups and then the remainder of school if required.</p>

Section 2: School operations

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

<p>School Workforce</p>	<p><i>Staff who are clinically vulnerable or extremely clinically vulnerable</i></p> <p>The Quinta Primary School has planned to follow the full measures within the guidance, therefore most staff will return to the workplace as normal.</p> <p>Those members of staff that received a letter to say that they were extremely vulnerable and advising them to shield can also return as normal given that shielding comes to a close on 1st August. However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.</p> <p><i>Deploying support staff and accommodating visiting specialists</i></p> <p>As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason.</p> <p><i>Supply teachers and other temporary or peripatetic teachers</i></p> <p>Supply teachers will not be used to cover classes.</p> <p>The school will expect all external providers to make available their risk assessment and comply with the children assuming that they are able to follow stringent distancing also. These will need to be consistent people, not changing week-to-week.</p> <p><i>Staff taking leave</i></p> <p>The government has set a requirement that people returning from some countries will be required to quarantine for 14 days.</p> <p>Where staff are required to quarantine after returning from holidays, they need to understand that any period of absence is not authorised given that they are knowingly becoming absent from work. No home-working role is available to those adults therefore staff would be determined as being absent without leave.</p>
<p>Safeguarding</p>	<p>All existing pre-covid safeguarding measures will return as normal.</p>
<p>Catering</p>	<p>The school has, in the past few weeks, successfully been awarded a bid for a new school kitchen to deal with the increase in pupil numbers. This means that we are unable to offer hot options. Our offer will be a range of sandwiches until October half term. These will be delivered to the classrooms for the children.</p> <p>Y5 and 6 will eat in the hall but all other classes will eat in their classrooms.</p>

<p>Lunch and break times</p>	<p>Midday supervisors will continue to support the supervision of lunchtimes but they will be allocated to phase bubbles that cannot mix. Phase 5/6 bubble will be allowed to use the school hall given that they are more likely to be able to distance whilst in that space. The space will need to be cleaned both before and after use.</p> <p>A rota will be drawn up to ensure that only members of staff within appropriate bubbles supervise their bubbles at break times. The playground will be split into zones and allocated to bubbles to avoid any cross-contamination.</p> <p>Timings of lunchtimes will be staggered, as will break times:</p> <p>Break times</p> <ul style="list-style-type: none"> ➤ EYFS: 9:45am – 10.00am: CK, JA will be on duty. ➤ Y1/2: 10:00am - 10:15am: NW, CH, BL/TT, JL, EG on duty ➤ Y3/4: 10.15am – 10.30am: HB, KS, JR ➤ Y5/6: 10.30am – 10.45am: PS, VP, BA, LFD <p>Lunch times</p> <ul style="list-style-type: none"> ➤ All years 12:00 - 1:10pm ➤ Eat first Preschool, Reception Y1/2, Y5 ➤ Outside first Y3/4, Y6 ➤ Groups change at 12:40pm <p>For MDAs, a range of games can be found here: https://en-gb.padlet.com/gazneedle/mry7d3wlpw313515</p>
<p>Estates</p>	<p>Site Maintenance Office will conduct the normal pre-term building checks as per the existing schedule of work.</p> <p>Teachers need to ensure that classrooms have good ventilation (open windows and doors).</p>
<p>Educational Visits</p>	<p>School trips are permitted to resume however the risk of compromising the integrity of bubbles by mixing with other schools attending venues or using coaches that have also been used by other schools, does not seem conducive with guidance.</p>
<p>Wraparound care</p>	<p>Wraparound care is permitted to commence. Children attending wrap around care will remain in a consistent bubble observing very good hygiene.</p>

Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
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Curriculum expectations

The key principles that underpin government advice on curriculum planning are:

Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

The Quinta Primary School will not have a 'recovery curriculum'. We will instead apply our curriculum model in its fullest and identify gaps in core learning that need to be negated over a period of time, with additional intervention for those year groups that have less time to 'catch-up'.

During the first half term children will be reminded of all of their hard work during the previous year and we will 'reset' the expectations so that children know that we are expecting of them on their return to school i.e. great learning behaviours.

Our September 2020 curriculum will be as planned.

We will return to the normal teaching of all subjects in the autumn term

Formative assessment will be used to a greater extent so that teachers can tailor the learning journeys.

Remote education is already integrated into the school curriculum and this will remain.

The Relationship and Sex Education element of our new curriculum has been planned and was consulted on with parents shortly before the summer holiday. We will implement this as planned from September 2020.

<p>Specific points for early years foundation stage (EYFS) to key stage 3</p>	<p>For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</p> <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</p>
<p>Music</p>	<p>Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing should not happen in groups of more than 15 and when it does take place, children need to be side-by-side and not facing one another. This has implications for our music curriculum and adjustments will need to be made.</p>
<p>Physical activity in schools</p>	<p>PE lessons are still to take place. Where possible, they are to take place outside as transmission of the disease is reduced in the outdoors.</p> <p>The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p>
<p>Pastoral support</p>	<p>PHSCE sessions will provide children with the opportunity to rebuild friendships and engage socially with their peers. Any whole class issues or emotional concerns will be dealt with in these sessions or using the additional time we have in the school day.</p> <p>For any pupils who appear to need additional emotional support our pupil wellbeing mentor (Mrs Gibson) will become involved.</p>
<p>Behaviour expectations</p>	<p>The current approved behaviour policy coronavirus amendment will still apply.</p>

Section 4: Assessment and accountability

Aspect of school	Action
<i>Primary Assessment</i>	<p>All statutory assessments (other than the Reception Baseline) will take place in the academic year 20/21 in accordance with the usual timetables. The tests are as follows:</p> <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• statutory trialling <p>The Quinta Primary will prepare for these tests in the same manner as has been done in previous years.</p>

Section 5: Contingency planning for outbreaks

Aspect of school	Action
<i>A local outbreak</i>	If school is made aware of a local outbreak, the PHE health protection team or the local authority may advise school to close. Preparations will be made by way of a contingency plan so that learning can still continue and the community can remain safe.

Remote education support

The Quinta Primary School needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown.

Our immediate response will be the following:

- Children are to take home a stationery pack and their current exercise books
- Adults will share lessons via Seesaw as was the case during the last lockdown. Teachers will then be able to meet with children that require additional pastoral support through google meet.
- Children will be able to take photos of their learning and upload to the Seesaw so that teachers can monitor progress and offer supportive feedback if appropriate.

Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning. For additional work, Oak Academy online can be accessed. Found here (<https://www.thenational.academy/information-for-teachers>).

Where children can't access the internet, children will receive home-learning packs (paper-based) to complete. However, efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household. The existing devices will be re-distributed to those eligible families.

The principles for delivery will be as follows:

- Children will receive learning opportunities for a range of subjects each day
- Learning will be sequenced as per our current curriculum model
- High quality explanations will be made by the teacher using video where necessary
- Work will be checked through uploads to Seesaw