

Gade Valley Primary School

Full Opening Protocol and Procedures

Reviewed May 2021 – Version 7



Following on from previous letters, I am writing to send you detailed information regarding the full opening of school to all pupils. I appreciate that this document may seem long and laborious but it is necessary in communicating Gade Valley's thorough approach. Please carefully read the protocols and procedures so that you are informed and clear of what the school is doing to minimise risk and what is required of you and your children in order to reduce risks. This document has been regularly reviewed and updated since its inception on the start of the academic year in September 2020. **Any changes from the previous version are in red.**

Our planning is underpinned by the Department for Education's most recent operational guidance (May 2021) on effective infection protection and control which states that schools 'must comply with health and safety law and put in place proportionate control measures'.

Many of the protocols and procedures that were implemented during the autumn and spring term will remain the same in the summer term.

All of the protocols and procedures are aligned to the Risk Assessment for School Activities During COVID 19 Outbreak document that has been produced using a Herts County Council (HCC) approved template following 'Guidance for full opening: schools' (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction>).

The following plan outlines relevant detail from the government's guidance with further detail about how Gade Valley will adopt measures and ensure compliance to the statutory elements within. The aim of this plan is to minimise the risks, whilst acknowledging that we can't eliminate them completely.

"Implementing the system of controls, creates a safer environment for pupils and staff where the risk of transmission is substantially reduced."

Please note, as stated in earlier communications – we are unique, we know our children well and always strive do our very best for them - as a result we will endeavour to make the very best decisions for their safety and education during this pandemic. This is also a case for our wider school community, where the safety of our staff, our pupil's families and our local community is paramount.

Within the government guidance, the systems of control that schools should adopt are clearly listed. This document will outline those systems of control and how Gade Valley has made them appropriate to our specific context and circumstances.

"System of controls

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

Prevention:

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.**
- 2) Ensure face coverings are used in recommended circumstances.**
- 3) Ensure everyone cleans their hands thoroughly more often than usual.**
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.**
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.**
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.**
- 7) Keep occupied spaces well ventilated.**
- 8) Where necessary, ensure individuals wear appropriate personal protective equipment (PPE).**
- 9) Promote and engage in asymptomatic testing, where available.**

Version 7 updates in red

*Numbers 1 to 7 must be in place in all the time.
Numbers 8 and 9 apply in specific circumstances.*

Response to any infection:

- 10)** *Promote and engage with the NHS Test and Trace process.*
- 11)** *Manage and report confirmed cases of COVID-19 amongst the school community.*
- 12)** *Contain any outbreak by following local health protection team advice.*

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

Systems of control	Action
<p><i>Prevention</i></p> <p>1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.</p>	<p>If a member of staff, pupil, parent or any other adult show one or more COVID 19 symptoms or they have tested positive within the last 10 days, they are not to attend school. The symptoms being: continuous cough, or a high temperature, or has a loss of, or change in their normal sense of taste or smell. In addition, members of staff, pupils, parents or any other adults must not come into school if a member of their household (including someone in their support bubble or childcare bubble) has COVID-19 symptoms or has tested positive.</p> <p>If an adult becomes unwell with the above symptoms, they are to remove themselves from the setting as soon as possible.</p> <p>If a pupil in the setting becomes unwell with the above symptoms, they will be removed to the 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 disinfected (by cleaning surfaces) and the children/adults (in that bubble group) will wash their hands thoroughly for 20 seconds.</p> <p>In terms of PPE, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then a face shield should also be worn. The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive and they have been requested to do so by NHS Test and Trace.</p> <p>There will also be a designated toilet assigned to pupils who fall ill. Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing both gloves, apron and a mask.</p> <p>The designated isolation spaces/toilets are as follows:</p> <ul style="list-style-type: none"> - Intervention room (by kitchen entrance) - Toilet next to intervention room <p>The pupil should then be tested for coronavirus. If the test is negative the pupil can return to the setting assuming they are well enough. If the test is positive, they must self-isolate for 10 days (from when the symptoms first appeared). <i>If a pupil/adult tested positive without experiencing any symptoms but develops symptoms during the isolation period, they should re-start the 10-day isolation from the day they develop symptoms.</i> Other members of their household (including siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.</p> <p>If a pupil/adult shows symptoms and has been sent home, members of staff or pupils in their bubble do not need to go home or self-isolate unless they develop symptoms themselves. If the symptomatic person does subsequently test positive, PHE will advise the school which children or adults within that bubble group should self-isolate for up to 10 days and not attend the setting. This is why it is so important to minimise mixing of children and adults in other groups.</p>

<p>Prevention</p> <p>2. Ensure face coverings are used in recommended circumstances.</p>	<p>The guidance recommends that face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible.</p> <p>External contractors, Hertfordshire education personal and specialist advisors will be required to wear a face covering whilst moving around the building.</p> <p>The use of face coverings will be optional for parents while they are on school grounds or in the foyer entrance.</p> <p>The use of face coverings will be optional for staff when they are moving around the school building or supporting pupils.</p> <p>Staff to wear face coverings when supporting pupils from different bubbles if social distancing is not possible.</p> <p>Face masks can be provided to staff to wear when they are working with pupils.</p>
<p>Prevention</p> <p>3. Ensure everyone cleans their hands thoroughly more often than usual.</p>	<p>Adults and pupils are to clean their hands (soap/water or sanitiser) on the following occasions:</p> <ul style="list-style-type: none"> - When they arrive at school - When they return from breaks - Before and after eating - Anytime that they visit the toilet or cough/sneeze in to their hands. <p>Additional hand sanitiser pumps will be stationed outside each classroom as well as additional hand sanitiser at appropriate points in school such as the reception area or photocopier.</p> <p>Where pupils are struggling to wash independently they may receive support, assuming the adult supporting is also washing their hands. Pupils may also use moisturiser supplied from home when required.</p> <p>Hand hygiene protocols are to constantly re-visited: pupils will receive reminders about the expectations of practices and protocols in school. This will be established as part of our culture and behaviour expectations.</p>
<p>Prevention</p> <p>4. Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.</p>	<p>Pupils will be reminded that if tissues are disposed of throughout the day, they should be thrown in to the lidded bins in each classroom using the foot-pedal to open the bin and their hands must be cleaned afterwards.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks.</p> <p>Public Health England does not recommend the use of face coverings in schools as this may inadvertently increase the risk of transmission amongst children.</p>
<p>Prevention</p> <p>5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents</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. It will be stored appropriately within the classrooms.</p> <p>Pupils 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 pupils wash their hands afterwards. Toilets are to be cleaned regularly by cleaning staff.</p> <p>If we are required to clean an area after a suspected case, 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 plastic bag and tied. It should then be placed in another separate bag and tied. It should then be put in a suitable and secure place and marked for storage until the test results are known or the waste has been stored for at least 72 hours.</p>

Prevention

6. Consider how to minimise contact across the site and maintain social distancing wherever possible.

Grouping the Children

“The overarching principle to apply is reducing the number of contacts between children and staff.”

Each class will become a separate ‘bubble’ group. The purpose of ‘bubbles’ is to minimise contacts and mixing between people, reducing the transmission of coronavirus and making it easier (in the event of a positive case) to identify those who may need to self-isolate, and keep that number as small as possible. Gade Valley will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, pupils and adults must also take measures to distance themselves where at all possible.

Although, we do accept that ensuring pupils keep a safe distance from each other is extremely challenging – in fact it’s impossible. 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.

Each bubble group will have their own space in the school. Within this space they will be encouraged to play and learn at safe distances from one another. They will not however be able to mix with pupils from other bubble groups. Arrival times, collection times, play times and lunch times will all be staggered to avoid bubble groups crossing and will be in separate designated spaces. Likewise, outdoor play provision will also be timetabled to reduce cross-over of groups. To clarify, groups will all be able to be outside at the same time in separate areas but will need to enter and exit the building at different times.

All teachers and other staff can operate across different classes and support groups in order to facilitate the delivery of the curriculum. Adults should follow safe distancing (2m if possible) and hygiene measures (especially washing/sanitising hands).

We will be working closely with pupils to ensure they understand the need for these restrictions and will ensure a positive message is communicated to ensure pupils feel safe and confident in their groups with their adults.

Additional Support

In order for our school to offer opportunities that are best-placed to support ‘catch-up’ and SEN objectives, we will do the following:

All children will be considered for catch-up interventions now that teaching support can work across bubbles.

- Most of the support will take place at a distanced space in the hall.
- Adults to aim to be 2m from pupils.
- Adults to disinfect surfaces between pupils.
- Children to bring their own equipment.
- Adults to wear a face shield or mask.

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 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. In Years 2-6, pupils will sit side by side and face the front of the classroom.

Measures elsewhere

There will be no whole-school events where children and adults are required to congregate inside. **Where different bubbles are involved in the same activity, such as sharing assemblies – these will be outside and bubbles will maintain a 2m+ distance.**

Mr Barron will virtually conduct assemblies for the whole school. Teachers will conduct class-based assemblies on other days. Children are not to sing during assembly.

Staff can use the dining hall to make drinks and heat food. They should wipe down any surfaces and keep a 2m distance.

Measures for arriving at and leaving school

The start and end time of school will vary for each class bubble:

Drop-off	Classes	Collection
8:40am	Reception Year 3	2:50pm
8:50am	Nursery Year 5	11:50am 3:00pm
9:00am	Year 2 Year 4	3:10pm
9:10am	Year 6 Year 1	3:20pm

The staggered start and finish times will not reduce the amount of teaching time, and timetables for September have been devised to cover our 'recovery curriculum'. Please note that these times are not negotiable and it is very important for your child to be dropped off and picked up at the allocated times – this will help to minimise risk of transmission by ensuring safe physical distancing. Please also note that siblings must be dropped off at the earliest time and collected at the latest time. For example, if someone had children in Year 1, Year 3 and Year 5, they would drop off all their children at 8.40am and collect all their children at 3.20pm.

In addition, to aid safe distancing, we are trying to create a one-way entry and exit. Therefore, we ask that parents and pupils enter and exit the school grounds in the following way:

- Enter via pedestrian gate on Gadebridge Road or side gate (next to the staffroom)
- Exit via the double gates on the playground
- Older pupils to be encouraged to enter the playground on their own (this could be built up over the days/weeks).
- One adult only per pupil on school grounds
- Please try and pass messages to the teacher via the class e-mail, planner/diary entry or the office.
- If pupils cycle or scoot to school, then they are to use the storage area to place their bike/scooter securely near the Nursery class entrance
- Parents to keep 1M+ distance
- We respectfully ask that parents do not congregate outside of the school grounds
- **The wearing of face coverings while on school grounds is optional.**

If possible, please try and communicate with the office via phone or e-mail. Parents will not be allowed in the school building (unless they have an arranged appointment). 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.

The foyer will be open and if parents are entering it, they must sanitise their hands beforehand. Furthermore, only one parent will be allowed in at a time.

Any homemade non-disposable face coverings that staff or pupils 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. A record of all visitors must be kept to support NHS Test and Trace. The school will not be facilitating volunteers.</p> <p>In terms of classroom resources, for regularly used stationery, children will all have their own individual set that is not to be shared. Other classroom resources like books and games can be used within the bubble but should be cleaned following use.</p> <p>Shared resources, like art/science equipment should be meticulously cleaned between use or be left unused for a period of 48 hours (72 hours for plastics).</p> <p>Each class will have their own box of play equipment and this will not be shared with other groups.</p> <p>Pupils should not bring anything additional from home, except water bottles (see below). 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 circulation.</p> <p>Water bottles to be brought in (and taken home) each day to reduce contact at the water fountain.</p>
<p>Prevention</p> <p>7. Keeping occupied spaces well ventilated</p>	<p>Windows should be open in all areas of the school to provide natural ventilation. In colder weather, windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks. Doors should be open to assist air flow. In colder weather, doors should be open during breaks.</p> <p>To balance the need for increased ventilation whilst maintaining a comfortable temperature, the following measures should be applied:</p> <ul style="list-style-type: none"> • Opening high level windows in preference to low level to reduce draughts. • Increase ventilation whilst spaces are unoccupied, such as before school or during breaks. <p>Allow pupils to wear extra layers (not hats or gloves).</p>
<p>Prevention</p> <p>8. Where necessary, ensure individuals wear appropriate personal protective equipment (PPE).</p>	<p>PPE will be used 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 - Face shields <p>Children need to know that some adults might be wearing PPE and that it is 'ok'.</p>
<p>Prevention</p> <p>9. Promote and engage in asymptomatic testing, where available.</p>	<p>The school will follow the guidance for primary schools and use the following principles:</p> <ul style="list-style-type: none"> · Staff are being offered the opportunity to take part in regular asymptomatic testing. · The school will be supplied with lateral flow device (LFD) test kits to self-swab. · Staff will be asked to take their test kits home and carry out the test twice a week on a Wednesday and Sunday. · The LFD test will give a result in around 30 minutes. · Staff must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. · Testing is not mandatory for staff and staff do not need to provide proof of a negative test result to attend school (participation in testing is strongly encouraged).

	<ul style="list-style-type: none"> · Staff with a positive LFD test result will need to self-isolate in line with the stay-at-home guidance. They will also need to arrange a polymerase chain reaction (PCR) test to confirm the result. Staff with a negative LFD test result can continue to attend school. · The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines. · Those with symptoms are also expected to order a test online or visit a test site to take a polymerase chain reaction (PCR) test to check if they have the virus.
<p>Response to any infection</p> <p>10. Promote and Engage with NHS Test and Trace process.</p>	<p>Parents and staff 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 (see appendix 1).</p> <p>If a pupil develops symptoms at school and it is judged that the parent/s have exceptional barriers to book or attend a test, we will provide a home testing kit (if available). The school has a low number of these testing kits and they will only be issued with the agreement of either Mr Barron or Mr West. Please note that not being able to immediately book a test is not an exceptional barrier.</p> <p>Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.</p> <p>If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</p> <p>If someone tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days.</p>
<p>Response to any infection</p> <p>11. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.</p>	<p>As a school, we will contact the HCC Public Health Team for advice -this team will guide us through the actions that we will need to take.</p> <p>Based on the advice from the health protection team, we will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for up to 10 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • within one metre for 1 minute or longer without face to face contact • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in the same vehicle, like a car, with an infected person <p>The health protection team will provide definitive advice on who must be sent home. The office 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, with advice from the health protection team, but we will not reveal the name of the infected pupil/adult.</p> <p>Those contacted or sent home must self-isolate for up to 10 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go in to</p>

	<p>full isolation following stay at home guidance and have the test. If a pupil then develops symptoms and their test is negative, they must continue to isolate for the remainder of the 10 days. If the result is positive, they must inform school immediately and isolate for at least 10 days from the onset of symptoms.</p> <p><i>"In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19)."</i></p> <p>Gade Valley 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>12. Contain any outbreak by following local health protection team advice.</p>	<p>If school has two or more confirmed cases within a 14 day period, or an overall sickness absence where COVID-19 is suspected, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout. This could result in a school closure or/and a mobile testing station being established in school.</p>

Section 2: School operations

Aspect of school	Action
<p>Attendance</p> <p><i>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.</i></p> <p><i>School attendance will therefore be mandatory again from the beginning of the autumn term.</i></p>	<p>Attendance expectations</p> <p>Gade Valley will re-establish attendance routines as before, this means that 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 or for non-authorised leave of absence, such as term time holiday (in line with the local authority's code of conduct).</p> <p>Pupils who are shielding or self-isolating</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>Pupils and families who are anxious about return to school</p> <p>If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance.</p>
<p>Pupils travelling from abroad</p>	<p>Where pupils (and their parents or guardians or family member) have travelled from or through a 'red list' country in the previous 10 days, they must quarantine in a managed quarantine hotel for 10 days.</p> <p>Where pupils have travelled to England from a country from where travel is permitted, they are required to quarantine in their own accommodation for 10 days.</p>
<p>School Workforce</p>	<p>Staff who are clinically vulnerable or extremely clinically vulnerable</p> <p>Gade Valley has planned to follow the full measures within the guidance, therefore the risks to all staff will be mitigated significantly.</p> <p>Those members of staff that received a letter to say that they were extremely clinically 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>As is the case for all staff, face coverings will be given to staff who wish to wear them.</p> <p>Deploying support staff and accommodating visiting specialists</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>Some members of support staff will be deployed to support pupils in different bubble groups. When this happens, staff must try and maintain a 2m distance between pupils. In addition, if support is being provided a suitable outside space or hall space will be utilised.</p> <p>Supply teachers and other temporary or peripatetic teachers</p>

Supply teachers will not be used to cover classes, instead the school will endeavour to cover with the existing teaching assistant.

Staff taking leave

The government has set a requirement that people returning from some countries will be required to quarantine for 10 days.

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.

Safeguarding

All existing pre-covid safeguarding measures will return as normal, however Mr Barron, Mr West and Mrs Steadman will need to consider additional time to 'catch-up' with those pupils requiring additional pastoral support as a result of prolonged absence from school.

Catering

The expectation is that the school kitchen will be fully open in the summer term. Whilst policy and practices continue to embed, we will only serve a limited range of hot meal options, as well as a cold lunch option for the first few weeks of term with a view to review this and extend to a wider range of hot meals.

Lunch and break times

Timings of break times and lunch times will be staggered:

Break times

- Will last 20 minutes
- Classes to go on break at their allocated time
- Classes to have break in their allocated field/playground space
- Teaching staff to supervise own bubble group

Lunch times:

Class	Time to start eating	On playground/field
Reception	11:50	Reception garden
Year 3	11:50	12:15
Year 5	12:00	12:25
Year 2	12:10	12:35
Year 4	12:10	12:35
Year 1	12:20	12:45
Year 6	12:20	12:45

- Pupils will eat lunch in their classroom – school meals will be delivered.
- When MSA's arrive, they will proceed to the kitchen to help deliver meals.
- For wet play, MSA's to stay with the above classes.
- Pupils who have not finished eating in 25 minutes will be given time to finish their lunch on the field/playground/classroom. These children will be looked after by MSA's who are not timetabled to be with a class at any given time.
- The MSA/Teaching staff should wipe down tables.
- On some occasions, support staff will be required to help to supervise the children whilst they eat and then support in cleaning the room before children go out for their playtime.

Whilst pupils are outside, members of staff are to have their lunch either outside or on an allocated table in the dining room. This can continue in to the afternoon lesson time to ensure all staff are well-rested and prepared for the afternoon. This would mean that the teacher will deliver the start of the afternoon without support staff (or the other way around) so that everyone can have sufficient time (40 minutes allocated) if there are not enough midday supervisors to support.

Estates

Teachers need to ensure that classrooms have good ventilation (open windows and doors).

<p>Educational Visits</p>	<p>Any educational day visits must be conducted in line with relevant COVID-secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.</p> <p>Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time. Children will be kept within their consistent groups (bubbles) for the purpose of the visit.</p>
<p>Uniform</p>	<p>All pupils will need to return in their usual Gade Valley school uniform. The advice states that: <i>“Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.”</i></p> <p>Please note that PE will resume in the first week of the new term; the curriculum of this will be adapted as contact sports must be avoided and resources will be difficult to share. However, pupils will still need correct PE kit for their lessons. On these days, pupils must come to school dressed in their PE kit.</p>
<p>Wraparound care</p>	<p>Early Bird and Night Owl clubs will resume. Pupils attending wrap around care will ideally need to be kept separate from other bubble groups, however that might not be possible due to limited staff numbers and the number of pupils attending. Therefore, the pupils will need to remain in small consistent groups, observing very good hand hygiene.</p> <p>A small number of extra-curricular clubs will start after May half term. Considerations will be mad to the size and amount of mixing between bubbles.</p>

Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
<p>Curriculum expectations</p> <p>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.</p>	<p style="text-align: center;"><u>Intent</u></p> <p>At Gade Valley, the essence of our curriculum has always been to prepare our pupils for the future by supporting them in building strong foundations, making learning purposeful, developing life skills and most importantly to inspire an importance and love of learning. In many ways, these unprecedented times have not changed this overall purpose. What the Covid-19 pandemic has done, is helped to focus our intent – at least in terms of the next term or possibly, the next academic year, of our children’s education.</p> <p>Our curriculum has always been underpinned by a core focus on developing children’s literacy and maths skills. We believe these skills to be crucial as we seek to assimilate the pupils back into school life. Because our curriculum always focussed appropriately on core skills, we believe that the pupils will benefit from this consistency of approach when they return. Therefore, our recovery curriculum will become less of a ‘catch-up’ program but more a program of ‘key-learning’.</p> <p>We have chosen, at Gade Valley, to focus within the first term of the pupil’s return on these key areas:</p> <ul style="list-style-type: none">• Reading – which underpins the whole of the curriculum• Handwriting – to ensure that all children are able to write efficiently and to address any concerns about fine motor skills that may have developed over the lockdown period• Phonics/Spelling – to ensure these building blocks are well taught so that children can thrive across the whole of the curriculum• Take 5 – giving children opportunity to revisit and recap key learning on a daily basis. Initially, these sessions will focus on arithmetic methods.• Daily Maths and English lessons - these sessions will provide an opportunity for core skills to be further harnessed and applied. <p>Our recovery curriculum is committed to meeting the requirements of the primary National Curriculum. It is intended to both support and challenge all pupils so that they can progress well upon their return from lockdown. It aims to make learning enjoyable so children gain meaningful skills that will equip them in each stage of their learning journey and in the wider context outside of school.</p> <p>Within each lesson and throughout the pupil’s first term back, we will of course be focussing on ensuring that the pupil’s wellbeing is developed and secured after what would have undoubtedly been, at least for some pupils, quite a challenging time. Staff at Gade Valley are always inherently conscious of their students’ wellbeing and have demonstrated over many years their overwhelming regard for this. <u>We believe a return to ‘normality’, to ‘routine’, will best serve the children in our community.</u></p> <p>CHAMP skills will continue be fundamental and foundational as the pupils return to school: these will be interwoven in all aspects our recovery curriculum! Being confident, helpful, attentive, motivated and perseverant will help our children to thrive in their learning.</p> <p><i>Finally, our core aims as a school remain the same – a constant that remains unchanged in this current period of uncertainty:</i></p> <ul style="list-style-type: none">• To create a happy, safe and vibrant school community where everyone is valued and respected.• To develop children as successful lifelong learners.• To ensure that all pupils have an equal opportunity to thrive.• To ensure high quality teaching leads to high quality learning. <p style="text-align: center;"><u>Implementation</u></p> <p>It is important to note from the outset that during the implementation of this recovery curriculum, staff will receive training and support throughout. In terms of expectations, all lessons will still be required to demonstrate the ‘Gade Valley Principles of Teaching and Learning’ and teachers will continue to adhere to the relevant marking code for their Key Stage. Teachers will also need to carefully consider the children’s learning ‘stamina’ as they return to school – particularly in the first</p>

half-term. Each class teacher will need to consciously adapt the curriculum – in terms of what is taught and when it is taught – in order to ensure the well-being of the pupils in their class.

Maths Principles

- Previous teachers to highlight 'Curriculum on a Page' sheet to show what they have covered.
Pink for what has been covered.
Green for what hasn't.
- Class teacher's to meet with GW to discuss what needs to be covered first. A list of priority to be created – which areas are most important to the children's overall mathematical understanding (some areas may be disregarded if not crucial/critical to children's mathematical understanding). Abacus Units for the Autumn Term to be re-ordered to best serve each class's needs.
- Teachers will use the Abacus Half-termly tests or adapt these if there have been substantial changes between Autumn 1 and Autumn 2 Abacus Units.
- Teachers will be trained on using Abacus Online Tracking which will feed into Herts Easy Tracking.
- Take 5 to be taught daily.
- Each class to have a weekly TT Rockstars slot (Y1 will use Numbots).
- Teachers to deploy Teaching Assistant's to use the SEN Departments 'intervention' to support learners who struggle after initial teaching on priority areas.
- When SEN Department 'intervention' is not successful – children referred to SEN Department for further support.

Writing Principles

- Previous teachers to highlight 'Grammar Emphasis Year Group sheet' to show what they have covered.
Pink for what has been covered.
Green for what hasn't.
- This will mostly relate to SPAG coverage and/or sentence structure. (Technical focus)
- Teachers will teach their existing units and build in technical aspects as required. LK to meet with teachers to discuss what needs to be covered first. A list of priorities will be created.
 - Phonics will be taught daily in EYFS and KS1.
 - Spelling will be taught daily in KS2.
 - Handwriting will be taught daily across the school. (This could be taught alongside 'Spelling')
 - Dictations to be used at least weekly across the school. In KS2, possibly instead of spelling tests, (sentence structure focus and punctuation and spelling).

Reading Principles

Phonics and Early Reading in EYFS and KS1

- Each day pupils will receive Phonics teaching. They will also receive regular reading skills sessions. These will focus on:
 1. Recognising, reading and recording phonemes.
 2. Teaching different strategies to read unfamiliar words.
 3. Echo reading to develop pace, fluency and comprehension.
 4. Developing verbal comprehension (and written comprehension in Year 2).
- 5. Reading a range of appropriately pitched texts, which expose the pupils to new vocabulary.

WeRead in KS2

Three days a week whole class guided reading:

1. Teachers will use a high quality text.
2. Teachers will identify an assessment focus.
3. Teachers will use precise questioning.
4. In each session, teachers will echo read with their class.

Two days a week comprehension:

Teachers will teach two comprehension sessions per week:

-The first session will focus on teaching comprehension skills.

-The second session will focus on applying the skills taught the previous day.

- Teaching Assistant's will hear 1:1 Readers each day.
- Staff will deliver small group and 1:1 interventions to develop phonics.
- 'Once upon a time' will be taught daily.
- Children will take reading books home.
- Accelerated Reader will be used in KS2 – selected children in Year 2 may also use this system.
- Golden Tickets will continue – even if this is completed remotely as during lockdown.

Foundation Subject Principles

- For the first two weeks of the Autumn term, pupils will complete work as part of a project called 'Great to be back!'.
- Teachers will plan work (using the assessment criteria in the back of the Learning Journey books) which will promote children's well-being as they return to school from a long period away from their usual routine.
- Teachers will have flexibility to choose which foundation subjects they teach during this two-week period but are encouraged to think about which learning/subjects the children might particularly enjoy! Teachers will also need to consider pupils learning 'stamina'.
- The over-arching aim of this period is to ensure pupil's well-being is developed effectively.
- This two-week period will culminate in hall displays to promote community cohesion.
- After the first two weeks, learning in the foundation subjects will continue using the system established in 2019/2020.

Assessment

- Pupils will not undergo baseline assessments in the first weeks of term. This is to aid children's well-being. As well as this, pupils have missed a large proportion of the previous year's learning thus reducing the need for formal assessments.
- Pupils will complete assessments in the fifth week of the first half of the autumn term. We believe that children will have settled into more usual routines by then. These assessments will help teachers to identify gaps in learning.
- As a result of the Assessment Week, Pupil progress meetings will take place in the sixth week of term. Teachers will be supported in establishing a program of interventions for their class.

Impact

After the first fortnight:

- Pupils will feel happy, safe and will be settled in to their new classes.
- All adults will have begun to build positive relationships with all of the pupils in their class.
- Pupils will be in good routines and will be responding to the rigour of the recovery curriculum.
- Pupils will have been provided with an opportunity to reflect on their experience of partial school closure, to process their experience and to realise what they have learned during this time.
- Teachers and teaching assistants will have established clear expectations for learning behaviours and pupils will have started to rise to these.

After the first half-term:

- Teachers will have met the emergent needs of their new class and learning behaviours will be excellent.
- Pupils will be increasingly confident, attentive, motivated and perseverant in their approach to their learning.
- A large majority of each class will have made notable progress – either in an emotional, relational, well-being or academic capacity.
- Parents will feel secure and will have confidence in the school's chosen approach: parental relationships will have been strengthened over this time.
- Attendance will be good – above 97% for the first half-term.

After the first-term:

- School life will feel like it has some normality to it. Routine will be well established!

	<ul style="list-style-type: none"> • Pupils will have made progress in their learning. • Pupils, staff and parents will have formed highly effective collaborative relationships.
<i>Specific points for early years foundation stage</i>	Pupils in the Nursery will focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, staff will assess and address gaps in language, early reading and mathematics, particularly ensuring pupil's acquisition of phonic knowledge and extending their vocabulary.
<i>Music</i>	Lessons and performances will take place outside, where possible.
<i>Physical activity in schools</i>	<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>To avoid, additional items coming in from home, on a class's PE day, pupils will come to school dressed in their PE kit: they will not need school uniform for that day.</p>
<i>Resilience support</i>	<p>Gade Valley will ensure that pupils receive appropriate wellbeing support. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Where issues arise, Mrs Steadman and Miss Kavanagh will be informed so that specific interventions can take place. Miss Kavanagh will need to ensure that she distances appropriately during meetings (outside preferably) given that she will also be teaching her class.</p>
<i>Behaviour expectations</i>	<p>The approved behaviour policy coronavirus amendment will still apply.</p> <p>At the start of term, expectations of behaviour will be revisited and discussed so that the ethos of the school does not change. The climate and culture needs to remain one of high expectations and respect for one another.</p>

Section 4: Assessment and accountability

Aspect of school	Action
Primary Assessment	<p>All statutory assessments have been cancelled for Summer 2021</p> <p>Assessment will be conducted in the summer term to report to parents, aid transition and develop teaching and learning.</p> <p>A full programme of primary assessments are to take place in the 2021-22 academic year.</p>

Section 5: Contingency planning for outbreaks

Aspect of school	Action
A local outbreak	If Gade Valley is made aware of a local outbreak, the PHE health protection team or the local authority may advise the 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	<p>Gade Valley Primary School needs to be in the position to offer immediate remote learning in the event of partial or full school closure. Following a parent survey in September and the positive feedback (and pupil interaction) during the partial school closure from March 2020, the school will endeavour to complete the following remote learning:</p> <ul style="list-style-type: none"> ➤ Pupils are to take home their individual stationery packs, exercise book, paper resources and appropriate text books ➤ Adults will share home learning activities through the remote learning class page on the website https://www.gadevalley.herts.sch.uk/home-learning/ ➤ Activities may reference Oak National Academy lessons that are tailored for every objective in the primary curriculum (EYFS coming soon). In addition, they may reference BBC bitesize. ➤ Activities for Yr1-6 will include a daily maths, writing, reading and foundation task. In addition, EYFS and KS1 will include phonics tasks ➤ Activities for EYFS will include daily tasks based on a shared book ➤ Gade Valley initiatives such as golden tickets, secret reader and TT rock stars will continue. ➤ Teachers will share daily videos to enhance teaching activities ➤ Teachers will respond to any questions that pupils/parents have about learning at 1pm by e-mail each day. ➤ Teachers will facilitate regular zoom meeting for R-6 to aid social interaction ➤ If teachers/teaching assistant are able to access school, they will make contact with each pupil every week by telephone. ➤ Pupils will be able to take photos of their learning and e-mail to their teachers ➤ Teachers will post answers/feedback to activities through the website. <p>Where pupils can't access the internet, children will receive home-learning packs (paper-based) to complete.</p> <p>The principles for delivery will be as follows:</p> <ul style="list-style-type: none"> ➤ 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 links, teacher written explanations or through curriculum resources such as Oak National ➤ Pupils will be encouraged to upload work to show teachers ➤ Teachers will be available to give further clarity about learning tasks ➤ Lessons will be of the equivalent length of a normal school day ➤ Oak National content that specialises in SEND will be offered accordingly, alongside packages made available through the learning support team

Thank you for taking the time to carefully read this document. The priority, as always, is the safety of our school community: as you can imagine, a great deal of thought has gone into adapting the guidance in order to minimise risks at our school. With any future changes to guidance, adaptations will be made to this document; during these times, you will be informed of any changes that have taken place.

Thank you again for your fantastic support!

Mr Barron