



**Full School Opening – Covid-19 – September 1<sup>st</sup>, 2020 Term 1: Adapted from the partial opening risk assessment Term 6 2020.**

**This document will be reviewed weekly**

**Planning:**

Aim – Effective infection protection and control, putting the safety of staff and children at the forefront of all decision making.

- Minimising contact with individuals who are unwell – Public Health advice to minimise Covid-19 risk
  - Active engagement with NHS Test and Trace
  - Cleaning hands more often than usual
  - Ensuring good respiratory hygiene – tissues
  - Cleaning frequently
  - Minimising contact and mixing with other classes. Reduce wider contact – aiming for staff to stay with one small group.
- School Operations
- Curriculum, behaviour and pastoral support
- Contingency Planning for Outbreaks

As part of our planning process we have consulted with staff, parents and ensured our Chair of Governors is informed of each step taken, to then be shared with the FGB.

**Implementation of protective measures – following the DfE guidance Published 2<sup>nd</sup> July 2020**

- Red – risk remains high
- Orange – risk reduced
- Yellow – risk significantly reduced
- Green – no risk



Pre-prep of school before children's return of ALL year groups				
Risk identified	Action/Changes to be made	Person responsible for change	Findings/ Issues/Concerns	Outcome Aim To lower the risk of infection and maximise infection control, reducing wider contact.
School classes and grouping	<p>Worth Primary School will be 1 whole bubble. Within this we will minimise into 2 smaller bubbles:</p> <ul style="list-style-type: none"> <li>-Year 1, Year 2 and Year 3</li> <li>-Year 4, Year 5 and Year 6</li> </ul> <p>EYFS – Reception children will be joining later in Term 1 with a phased entry. Mixing with the Year 1 children and the KS1 smaller bubble.</p> <p>Where possible the children and staff must stay within their smaller bubble, however due to limited space and toileting facilities the smaller bubbles will share the same toilet area.</p> <ul style="list-style-type: none"> <li>-Staffroom to be set up as a classroom</li> <li>-Toilet area to accommodate all children. Boys and girls cubical.</li> <li>-Staff toilet to allow Year 6 to use.</li> </ul>	Katy/Jo	<p>Due to the new build in term 1 the school will be down to 3 classrooms, minimal space and Increasing contact across bubbles.</p> <p>We will be unable to use the KS2 toilet area. With only EYFS/KS1 and staff toilet available.</p> <p>Due to this, if there was a case of Covid-19 within the school (child or staff member) the whole school will need to lockdown for 14 days.</p>	<ul style="list-style-type: none"> <li>• Yr R and Year 1– In Caterpillar Class 20 Children in EYFS using inside and outside area.</li> <li>• Year 2 and 3 – In Butterfly Class 20 children</li> </ul> <p>There 2 classes will form one smaller bubble and will use the EYFS/KS1 playground.</p> <ul style="list-style-type: none"> <li>• Year 4 and 5 – in Eagles Class 20 children</li> <li>• Year 6 – in Staffroom.</li> </ul> <p>There 2 classes will form one smaller bubble and will use the KS2 playground. This space will be smaller due to the building work in Term 1.</p> <ul style="list-style-type: none"> <li>• Classes to stay as one group where possible. Allowing small consistent groups that are able to reduce contact between staff as much as possible.</li> </ul>
Pupils seating arrangements	<p>Tables in Yr's 2,3,4,5,6 will be arranged so they are forward facing.</p> <p>EYFS/Yr 1: Tables and layout of room to be rearranged to reduce wider contact.</p>	All staff Katy to guide and lead.	<ul style="list-style-type: none"> <li>• A 2-metre distance is impossible to implement.</li> <li>• Cloakroom and Kitchen area not to be used by children.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will keep all belongings with them at their allocated workstation.</li> <li>• Coat on back of chair.</li> <li>• Bag under table.</li> <li>• Basket on desk to be provided for children to place belongings: reading book, pencil case etc.</li> <li>• Children can sit next to each other but must be forward facing.</li> </ul>
Classroom Inside resources	<ul style="list-style-type: none"> <li>-Classrooms to remove unnecessary items to increase space within the classroom.</li> <li>-Children to be provided with their own stationery or they may bring in their own from home.</li> <li>-Children to minimise/limit the equipment they</li> </ul>	All staff Katy to guide and lead.	<p>Lack of storage space for all resources.</p> <p>Sharing of resources.</p>	<ul style="list-style-type: none"> <li>• Units to be removed if not using.</li> <li>• Limit resources available.</li> <li>• Where possible provide pupils with own resources that will not be shared: pens, pencils, rubber, scissors, glue stick, ruler in</li> </ul>



	<p>bring in from home – letter to be sent to parents to communicate this.</p> <p>-Books and other resources such as manipulatives can be shared within a class, however, must be cleaned frequently or left for 24hours (72 hours for plastic) if shared with another class.</p> <p>-Staff are to have their own items and not share with the children – stationery and resources.</p> <p>-Reading books can go home.</p> <p>-Teachers can take books home to mark, however we would advise marking to be carried out in school.</p> <p>-Increased hand washing/sanitising between lessons and change of equipment use.</p>		Cleaning of resources.	<p>their individual basket.</p> <ul style="list-style-type: none"> <li>Resources will not be shared with other classes/groups. They must remain in own classroom, reducing cross infection.</li> <li>As resources are staying in own group/class these must be cleaned at the end of the day either by using Anti-bacterial disinfectant spray or in Milton cleaner.</li> </ul>
Break time/outside resources	<p>Playtime equipment to be kept within smaller bubbles.</p> <p>2 sets of playtime equipment to be prepared.</p>	Katy	As children cannot have physical contact with each other playtime behaviour may be challenged.	<ul style="list-style-type: none"> <li>Play equipment – A box of outdoor play equipment will be provided to each bubble for use by that bubble only. This will minimise cross contamination between KS1/KS2.</li> <li>Equipment to stay with bubble playground box and to be clearly labelled.</li> <li>Equipment to be cleaned daily with anti-bacterial disinfectant spray by the TA or teacher at the end of each play session.</li> <li>Children to wash/sanitise hands before and after playtime.</li> </ul>
Measures for arriving at school	<p>- School will open at 8.45am and gate will close at 9.00am.</p> <p>-Parents will be asked not to wait at the gate for it to open.</p> <p>-Parents will not be able to come onto school site without an appointment.</p> <p>-Children to be dropped off at the gate. There will be a member of SLT/Staff on the gate entrance between 8.45-9.00am to take correspondence from adult to class teacher.</p> <p>-Parents/carer/adult will adopt a ‘drop and go’ procedure.</p>	Katy/Jo	<ul style="list-style-type: none"> <li>Children to adjust to new structure and routine.</li> <li>Too many children at once may lead to confusion.</li> </ul>	<ul style="list-style-type: none"> <li>Reduce gathering at school gate and pathway area.</li> <li>Reduce crossover/contact between children, adult and staff.</li> </ul>



	<p>-Letter to be sent to parents to communicate changes by the end Term 6 with a reminder to be sent 1 week before school starts.          -Children, staff and visitors must wash/sanitise their hands on entry to the school site.          -Sanitizing stations to be erected at gate.</p>			
<p>Measures for leaving school</p>	<p>- Staggered collection times.          Years 1,2,3 to be collected at 3.05pm-3.15pm          Year 4,5,6 to be collected at 3.20pm.          Siblings to be collected at 3.20pm if there is a younger child.          Year 6 children will be encouraged to walk to open area – The Crispin or Monument to meet parent/adult.          -Parents will be asked not to wait at the gate for it to open.          -Parents will not be able to come onto school site without an appointment.          - There will be a member of SLT/Staff on the gate entrance between 3.00-3.25pm to take correspondence from adult to class teacher.          -Parents/carer/adult will adopt a ‘collect and go’ procedure.          -Letter to be sent to parents to communicate changes by the end Term 6 with a reminder to be sent 1 week before school starts.          -Children, staff and visitors must wash/sanitise their hands on exit of the school site.          -Sanitizing stations to be erected at gate.</p>	<p>Katy Jo</p>	<ul style="list-style-type: none"> <li>• Year 1 children and staff have to go through the Year R classroom to access their room.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce gathering at school gate and pathway area.</li> <li>• Reduce crossover/contact between children, adult and staff.</li> </ul>



<b>Staffing</b>				
<b>Risk identified</b>	<b>Action/Changes to be made</b>	<b>Person responsible for change</b>	<b>Findings/ Issues/Concerns</b>	<b>Outcome Aim</b>
Staffing availability	-All staff to return to school on 1 <sup>st</sup> September 2020. -Staff meeting 15 <sup>th</sup> July 2020 to communicate Risk assessment and clarify staffing. See Appendix A.	Katy	<ul style="list-style-type: none"> <li>All staff contacted</li> <li>Staffing days have changed due to manageability – discuss with staff if this is possible? Part time staff days have been blocked to reduce contact.</li> <li>One member of staff may not be able to come in due to family member in the extremely vulnerable group. School cannot ensure stringent social distancing can be adhered to therefore this staff member will need to sought advice if it is safe to return to work with children present.</li> </ul>	<p>To lower the risk of infection and maximise infection control, reducing wider contact.</p> <ul style="list-style-type: none"> <li>Staff rota has been created from finding</li> <li>This has been shared as a provisional rota and staff views gained.</li> <li>In the absence of ZA teacher, the HoS will step up where possible as well as TA. TA is a qualified teacher and will be able to cover class following ZA’s plans.</li> </ul>
Staff contact	-Staff are to limit their contact with each other to ensure class/groups are not increasing wider contact where possible. -Staff can operate across different classes in order for them to facilitate learning.	Katy Staff	<ul style="list-style-type: none"> <li>Due to many staff being Part Time this is difficult to adhere to.</li> <li>There will be some cross overs.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to ensure that if they are moving from one class to another social distancing is adhered to where possible.</li> <li>If moving to a different room hands must be washed/sanitised on entering.</li> </ul>
Staff illness	If a member of staff is unwell and displaying symptoms of covid-19 they will be sent home and asked to book a covid-19 test for keyworkers. They must not return until test results show negative and	Katy	<ul style="list-style-type: none"> <li>Staff may not want to report that they feel unwell.</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>Member of staff to be sent home and follow guidance.</li> <li>Self-isolate for 7 days, whilst waiting for test results.</li> </ul>



	are well or have followed self-isolation rules.		<p>meeting/communication (adhering to social distancing) needed to explain how important this is.</p> <ul style="list-style-type: none"> <li>High risk of contact and increased infection for children and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Public Health to be called and advice followed.</li> <li>All parents, staff and governors to be notified.</li> <li>If positive, all parents and staff to be notified and advised to get tested.</li> <li>The whole school will then be sent home and advised to self-isolate for 14 days.</li> <li>NHS Test and Trace must be followed.</li> </ul>
Staff breaks	<p>Break times to be staggered and children spoken to re social distancing.</p> <p>All staff to ensure they have a break</p> <ul style="list-style-type: none"> <li>-15 minutes am</li> <li>-30 minutes lunchtime (this will be increased if possible)</li> </ul> <p>Kitchen/staffroom rules to be put in place.</p> <p>-The staffroom will be allocated in the HoS office for Term 1.</p>	Katy	<ul style="list-style-type: none"> <li>Staff not to take a break</li> <li>Shortage of staff to cover breaks</li> <li>Staffroom and kitchen</li> <li>Staff feel overwhelmed by changes and lack of contact with other members of staff – feeling isolated.</li> <li>There is no staff room term 1 due to the new build project.</li> </ul>	<ul style="list-style-type: none"> <li>Rota completed for break and lunch times.</li> <li>If a member of staff is absent cover will be organised on the day.</li> <li>Staffroom/kitchen poster to be displayed and adhered to with clear rules to ensure social distancing, cleaning and reducing spread of infection.</li> <li>Staff wellbeing to be checked daily by SLT.</li> </ul>
Staff protection	<p>PPE to be purchased</p> <ul style="list-style-type: none"> <li>- Gloves, aprons, some face masks.</li> <li>- Class cleaning baskets and products to be provided</li> </ul>	Katy Tina	Staff worried about contact with children.	<ul style="list-style-type: none"> <li>Staff will be provided with aprons and gloves to be worn when cleaning and if close contact has to happen with children.</li> <li>Masks will be provided for intimate care and if a child becomes ill.</li> <li>Changing habits, cleaning and hygiene are most effective measures.</li> <li>Staff will be provided with an alcohol based sanitiser for hands.</li> <li>Hands must be cleaned after contact and on a regular basis.</li> <li>Staff will not be made to have close contact</li> </ul>



				<p>with an ill child if they feel they would be at risk. A member of SLT will then intervene.</p> <ul style="list-style-type: none"> <li>• Staff are responsible to maintain their own hygiene routine.</li> </ul>
Staff wellbeing	Ensure staff feel that there is an avenue for them to express concerns.	Jo Katy All staff	<ul style="list-style-type: none"> <li>• Staff meeting to be set to share plan and provide opportunity for staff to add/make changes within reason. 15/7/20</li> </ul>	<ul style="list-style-type: none"> <li>• Staff who may be anxious and may value the opportunity for discussion and reassurance.</li> <li>• Covid-19 to be a staff agenda item providing an opportunity for staff to raise a concern.</li> <li>• Emails sent to ensure staff there that Jo and Katy are available to talk to if support is needed.</li> </ul>
Staff isolated in rooms – emergency or help needed and cannot leave children without an adult.	Assistance needed cards to be made and placed in each room. If staff member needs assistance a child is to be sent to the office with their class card.		<ul style="list-style-type: none"> <li>• Outside – same procedure to be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding/health and safety.</li> <li>• Staff supported.</li> </ul>
Equipment and Resources	-Staff are to be supplied with their own stationery. -Staff are able to take books and shared resources home, therefore marking with resume.		<ul style="list-style-type: none"> <li>• Unnecessary sharing of resources should be avoided.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feel safe and confident in their day to day work.</li> </ul>

<b>Daily routine</b>				
<b>Risk identified</b>	<b>Action/Changes to be made</b>	<b>Person responsible for change</b>	<b>Findings/ Issues/Concerns</b>	<b>Outcome Aim</b>
Entry and exit to parents at the start and end of the school day.	-There will be an in/out system for parents at the start and the end of the school day, co-ordinated by the HoS or staff member on gate duty. -Parents cannot gather at school gate. -Parents will not be allowed on school site, unless pre-arranged with a member of staff. -Parents must adhere to social distancing and will be challenged if they are not by the HoS and staff.	Katy/Jo	<ul style="list-style-type: none"> <li>• Parent to not adhere to changes</li> <li>• Staff on each gate</li> <li>• Parents gathering at gate or on playground</li> <li>• Crossover of Year R and Year 1 children.</li> </ul>	To lower the risk of infection and maximise infection control, reducing wider contact.  <b>Minimise adult to adult contact</b>  Reduce gatherings of parents  Protect staff from direct contact with other adults  Children to wash hands on entry to school site – there will be hand sanitiser stations at the gate.



	<p>-Any communication needed between class teacher and parent must be done within social distancing rules, parents may have to wait to be spoken with. All minor correspondence can be conducted via phone or email.</p> <p>-Letter to parents to communicate changes.</p>			<p>HoS/member of staff will be on the entrance gate. No parents will be allowed in the office. Medicines/communication can be left with the HoS. A box will be placed outside the office for medicines or correspondence.</p> <p>Entry time for EYFS – Yr R to be different from all other year groups, once started. See Appendix C</p> <ul style="list-style-type: none"> <li>Year R children to come in between 9.00- 9.10am</li> <li>Year R children to be collected at between 2.50 - 3.00pm</li> </ul> <p>This will reduce the risk of children having to mix and gather at classroom entrance.</p>
School meals – hot school meals and servery	<p>-We will continue with Packed lunched only in term 1 due to space restrictions. Contact catering company to discuss options.</p> <p>-Communicate with staff and parents/carers outcome of arrangements.</p> <p>-FSM provision for those not attending school.</p> <p>-Children will eat in their classrooms.</p>	<p>Katy Jo Tina</p> <p>Sally Catering</p>	<ul style="list-style-type: none"> <li>Ensure catering company can meet school needs.</li> <li>Home lunch boxed being brought into school increasing potential infection risk.</li> </ul>	<ul style="list-style-type: none"> <li>Packed lunched only</li> <li>Government have said home school lunch boxes are a low risk if kept at individual pupil workstation.</li> <li>There will be no hot school dinners on site – packed lunch bags can be provided for FSM and Universal free school meals or children can bring in their own packed lunch.</li> <li>A new lunchtime rota will be put in place to ensure that class groups do not mix.</li> <li>A letter will be emailed to all parents/carers the Friday before their children’s return regarding packed lunches and what is allowed/not allowed.</li> </ul>
Water	Water bottles to be implemented as a whole school	Katy	The water fountains were removed as a high risk and will increase the spread of infection if covid-19 present.	<p>Water bottles for individual pupils. Not to be shared To be refilled at school To go home to be washed daily.</p>
Visitors on site	-Assessment on safety of visitors on site. Sign to be put up on the entrance that states only pre-arranged visitors will be allowed on site and	Katy	<ul style="list-style-type: none"> <li>Safeguarding</li> <li>Emergency contact if needed: Social</li> </ul>	<ul style="list-style-type: none"> <li>The school can not risk allowing other adults and children on site increasing risk of infection. Only pre-arranged visits allowed where systems can</li> </ul>





	<p>must adhere to hygiene procedures the school has set.</p> <p>Visitors to site will be asked to leave a contact number, in case of an outbreak and direct contact made.</p>		services visit.	<p>then be put in place.</p> <ul style="list-style-type: none"> <li>School will continue to liaise with outside agencies via virtual meetings including social services, SEND, Governors, Headteacher meetings in term 1.</li> <li>Visitors that have been arranged will only have contact with the HoS in her office adhering to social distancing.</li> <li>Contact numbers of all visitors will be requires</li> </ul>
People on site	<p>-Sign to be displayed children, parents, carers, visitors, suppliers, not to enter the site if they are displaying any symptoms of coronavirus.</p> <p>-People to sire to site will be asked to leave a contact number, in case of an outbreak and direct contact made.</p>	Katy Tine Jo		<ul style="list-style-type: none"> <li>The school cannot risk allowing other adults and children on site increasing risk of infection. Visitors will be limited and controlled.</li> <li>Contact numbers of all visitors will be requires.</li> </ul>

Cleaning and Hygiene				
Risk identified	Action/Changes to be made	Person responsible for change	Findings/ Issues/Concerns	Outcome Aim
Deep Clean	A deep clean of the school to be organised before opening to pupils.	Jo	<ul style="list-style-type: none"> <li>The school is owed cleaning time from the previous deep clean.</li> </ul>	<p>To lower the risk of infection and maximise infection control, reducing wider contact.</p> <p>Site deep cleaned following the governments COVID-19: cleaning of non-healthcare setting guidance</p>
Daily cleaning	<p>-A daily clean by Sally every morning on top of normal cleaning duties will include cleaning of all frequently touched surfaces – please see cleaning plan.</p> <p>-Cleaning time to be re-assessed to see if additional hours are needed.</p> <p>-Cleaning resources audit to be carried out and ordered.</p>	Katy  Tina/Sally	<ul style="list-style-type: none"> <li>Discuss with Sally if this can be carried out within current hours allocated. Monitor weekly.</li> <li>Additional hour to be allocated at lunchtime.</li> </ul>	<ul style="list-style-type: none"> <li>Site cleaned following the governments COVID-19: cleaning of non-healthcare setting guidance – Sally has confirmed this has been read.</li> <li>Cleaning plan to be created and followed/signed daily.</li> <li>Increasing hygiene practice and reducing spread of infection</li> </ul>
Toilets / communal areas	<p>-Increase cleaning.</p> <p>-Toilet areas will be wiped down at the end of break and the end of lunch.</p>	Katy/Tina/Sally	<ul style="list-style-type: none"> <li>Adults that are spare and able to carry this duty out daily if there</li> </ul>	<ul style="list-style-type: none"> <li>Increasing hygiene practice and reducing spread of infection</li> <li>Timetable and identified areas to be shared</li> </ul>



	-Outside – trim trail – hand touch points to be cleaned with anti-bacterial spray at the end of each playtime using the class allocated cleaning resources.	TA's/Class teachers	<ul style="list-style-type: none"> <li>is staff absence.</li> <li>Safety of staff cleaning – must wear gloves, apron and mask (if wanting to).</li> </ul>	with all staff to include, kitchen, toilets, outside areas.
Staffroom Surfaces and photocopier	-Notice to be placed in staffroom to remind staff to wipe surfaces touched.	Katy		<ul style="list-style-type: none"> <li>Increasing hygiene practice and reducing spread of infection</li> </ul>
Entrance Keypad Gate	-Office staff to regularly wipe keypad and gate with anti-bacterial wipes.	Tina	<ul style="list-style-type: none"> <li>Gloves to be worn.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing hygiene practice and reducing spread of infection</li> </ul>
Classroom cleaning of surfaces	In the lunchtime break staff will be responsible for cleaning all surfaces ready for the PM session. A cleaning box will be provided for each class with equipment including aprons and gloves and instructions	TA's/Class teachers	<ul style="list-style-type: none"> <li>Staff safety</li> </ul>	<ul style="list-style-type: none"> <li>Increasing hygiene practice and reducing spread of infection</li> </ul>
Classroom hygiene for coughs, sneezes and blowing noses.	<ul style="list-style-type: none"> <li>-Lidded bins to be purchased and placed in all classrooms for disposal of tissues.</li> <li>-Bin to be emptied twice a day (lunchtime and end of day)</li> <li>-Doubled bagged and placed straight into large outside bin.</li> <li>-All classrooms to be supplied with tissues.</li> <li>-Year 6 to be given individual packet to be kept in their own basket.</li> </ul>	Katy Sally All staff	<ul style="list-style-type: none"> <li>Cost – ongoing additional cost for school</li> <li>The person emptying the bin must wear gloves and apron – following cleaning guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Implement the ‘catch it, bin it, kill it’ approach in each classroom.</li> <li>Increasing hygiene practice and reducing spread of infection.</li> </ul>
Children's Hygiene	<p>Increased hand washing for children:          Children will wash their hands 1) on entry to school          2) before break          3) after break          4) before lunch          5) after lunch          6) at the end of the day.          This can be done either at sink or with hand sanitiser for children. Not in the toilet area due to restricted space.          Children to be encouraged not to touch their face</p>	Class teachers/T A's	<ul style="list-style-type: none"> <li>Cost – ongoing additional cost for school</li> <li>Time</li> <li>Adult supervision – staffing may be limited</li> <li>Due to the build we are down to one toilet block area.</li> </ul>	<p>Increasing hygiene practice and reducing spread of infection</p> <p>Children to follow the government's handwashing guidance – 20 second rule. Staff to share the e-bug resources and lessons with children on their return</p>



	(mouth, nose, eyes)			
Children’s Hygiene	-Behaviour procedures to be changed to reflect changes/new systems that have been implemented. -New rules to be introduced to children.		<ul style="list-style-type: none"> <li>Children not following new policy.</li> <li>Consequences for deliberate breaking of rules i.e. coughing in someone’s face.</li> </ul>	<p>Increasing hygiene practice and reducing spread of infection</p> <p>Children’s increased awareness of Covid-19 and what they can do to help reduce infection.</p> <p>If a child deliberately coughs on someone else or similar, the child will be sent to Mrs Chance, isolated, parents called and invited in to discuss seriousness of behaviour. If this continues the child will not be allowed in school during the phase return.</p>

<b>Buildings</b>				
<b>Risk identified</b>	<b>Action/Changes to be made</b>	<b>Person responsible for change</b>	<b>Findings/ Issues/Concerns</b>	<b>Outcome Aim</b>
Site examination	-Health and safety site visit needed with H&S team, including governors at the end of the Summer Holidays – due to the new build project. -Assess against risk assessment to identify any further risk.	Jo Katy Tina  H&S Governor - Tim	<ul style="list-style-type: none"> <li>Build work being carried out in the Summer holidays. Timetable of work yet to be issues. State of school site is unknown for September.</li> </ul>	<p>To lower the risk of infection and maximise infection control, reducing wider contact.</p> <ul style="list-style-type: none"> <li>Site is safe for children to return with risks minimised if all actions implements and followed.</li> <li>There will always be a risk all the time the virus is active and no vaccine in place.</li> <li>Outcomes to be recorded and site visit shared with all governors.</li> </ul>
Toilets	-Clear signage placed in toilets for children. -Number of children in toilet area – 4 maximum. 2 in toilet cubical, 2 washing hands. -Toilet system will need to be introduced to children. -Waiting area with clearly marked out spots to stand on whilst waiting. -Hand soap and Hand toilets replenished at lunchtime. Binned emptied at lunchtime.		<ul style="list-style-type: none"> <li>One operational toilet block open in September.</li> </ul>	<ul style="list-style-type: none"> <li>Higher risk due to all children sharing the same toilet area.</li> <li>Increased cleaning of toilets needed.</li> </ul>



	-Cleaned throughout the day. -Year 6 children to use the staff toilet – Year 6 teacher to set clear rules for using this toilet.			
Posters -raise awareness for all	-Government advised posters to be displayed around the school.	Katy Tina	<ul style="list-style-type: none"> <li>• Cost</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness and for adults to 'stay alert'.</li> </ul>
Fire alarm	-If the fire alarm sounds the current procedures must be followed. -However, try and keep the children as spread out as you can when lining up to exit the building. -A practice will be carried out on return to school within the first week. -A class fire register will remain with the teacher to take on exit of the building. To be created.	Katy Tina All staff	<ul style="list-style-type: none"> <li>• Ability to stay apart from each other when lining up and exiting the building.</li> </ul>	<ul style="list-style-type: none"> <li>• To keep children safe.</li> </ul>
Office	-Office door not to be used due to limited space and close contact. -Sign to be placed on door indicating to use Mrs Chance's office door for communication/contact.	Katy Tina Staff		<ul style="list-style-type: none"> <li>• To keep staff safe</li> </ul>
Classroom ventilation	-Where possible classrooms to keep windows open increasing ventilation as stated in government guidance.		<ul style="list-style-type: none"> <li>• Weather may restrict this happening.</li> </ul>	<ul style="list-style-type: none"> <li>• Reducing risk of infection spreading within a contained area.</li> <li>• If the closure of doors and windows restricts air flow advice will be sought from KCC.</li> <li>• Safeguarding – Katy to ensure site is checked at 9.15 and that all gates are secure due to doors remaining open.</li> </ul>

<b>Attendance</b>				
<b>Risk identified</b>	<b>Action/Changes to be made</b>	<b>Person responsible for change</b>	<b>Findings/ Issues/Concerns</b>	<b>Outcome Aim</b>
Attendance expectations	-All children will be expected to return to school – non-attendance will be marked as an absence (unauthorised) if a reasonable reason is not provided. -Absence will be marked unauthorised if a parent chooses not to send their child in.	Katy Jo	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding – children safe and secure within school with pupil numbers known.</li> <li>• All children will have the right to access their education.</li> <li>• Attendance to raise – school to aim for 97%+.</li> </ul>



	-The school will work with parents who are reluctant for their child to return. The school recognises that some will be anxious to return. -Parent letter to communicate.			
Register and Absence	-The school will return to the normal registration codes. -The school will work with their allocated attendance officer for those refusing to attend. -The school will issue sanctions, including fixed penalty notices in line with Kent's' code of conduct if parents do not engage in working with the school and the attendance officer.	Katy Jo Tina		<ul style="list-style-type: none"> <li>• School are to contact parents/carers who do not send their children in to understand their reasons and to discuss concerns.</li> <li>• Children feel safe and secure coming into school with their wellbeing needs met.</li> <li>• No children are school refusers and no penalty notices are issued.</li> </ul>

Curriculum				
Risk identified	Action/Changes to be made	Person responsible for change	Findings/ Issues/Concerns	Outcome Aim
Recovery Curriculum	-Recovery curriculum to be implemented with a clear rationale behind Worth Primary School's approach. The curriculum remains broad and ambitious. See appendix B: Recovery curriculum. -Term 1: KS1 AND KS2: Focus on English, Maths and SEMH (focus on wellbeing), PE and RE/RSE – session to be repeated for year group working from home. -Focus on in the moment planning – assessing where all the pupils are and the gaps missed. -Term 2 to introduce wider curriculum -EYFS – Focus on Prime areas of learning. Communication & Language Personal, Social, and Emotional Development Physical Development Early reading, phonics, and maths EYFS will be on a phased entry – see proposed timetable. Appendix C.	Katy/Jo All staff	<ul style="list-style-type: none"> <li>• Teacher workload – teaching and supporting online learning for mixed aged groups</li> </ul>	<p>To lower the risk of infection and maximise infection control, reducing wider contact.</p> <ul style="list-style-type: none"> <li>• Resocialisation into a new school routine, regaining momentum whilst supporting pupil wellbeing and mental health.</li> <li>• Teachers to gain (through baseline formative assessment) starting points for all children, addressing gaps, and planning to close the gaps.</li> <li>• All children to return to positive learning behaviours – increasing concentration, memory, skills, and knowledge. Learning to be a learner.</li> </ul>



<p>Assessment</p>	<p>-There will be no EYFS Reception Baseline – this has been postponed until September 2021. Worth primary school is an ‘Early Adopter’ school for the new EYFS curriculum.</p> <p>-Statutory primary assessment will take place in the summer term 2021.</p> <p>-The school has identified a programme within school to support children and staff in accessing statutory assessments in the summer term.</p> <p>-Worth primary school will continue with their assessment programme and will report to parents accordingly.</p> <p>-October parent consultation meetings will be replaced with a short report that identifies where their child is within their learning and key learning gaps.</p>	<p>Katy Jo All staff</p>	<ul style="list-style-type: none"> <li>• Significant gaps within children’s learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be supported in working towards narrowing the gap in their learning through assessment and monitoring procedures.</li> </ul>
<p>Active learning</p>	<p>-An increase on outside/active learning sessions will be timetabled to allow for each class unit to have additional exercise time.</p> <p>Supervised non-touch running games within their class unit.</p> <p>-Each class unit will have their own outside equipment box.</p> <p>-Active learning brain breaks session must be planned into teachers daily planning.</p>	<p>Katy Claire</p>	<ul style="list-style-type: none"> <li>• Claire working across all class units – high hygiene level needed of washing hands before and after each group.</li> <li>• Youth Sports Trust resources to be accessed.</li> </ul>	<ul style="list-style-type: none"> <li>• Happier, healthier children.</li> <li>• Outside learning, activities are advised as the outside risk is lower than inside.</li> <li>• Keeping to class units will support minimising risk.</li> <li>• Enabling children to be physically active.</li> </ul>
<p>Team Theme</p>	<p>-Team Theme will be in every Tuesday for PE. Outdoors sports with limited resources and physical contact will be planned for.</p> <p>-Due to the building work there will be limited outside space. The village cricket field will be used weekly, alongside the village hall if needed:</p> <p><b>Yrs 1, 2 and 3</b> - PE on the cricket field 9.30 - 11.30</p> <ul style="list-style-type: none"> <li>- 9.30 all walk to the field</li> <li>- 9.45 - 10.30: PE lesson</li> <li>- 10.30 - 11.00 Break time on the field - children to bring snack and water</li> <li>- 11.00 - 11.15 Mindfulness/wellbeing/reflecting cool</li> </ul>	<p>Katy</p>	<ul style="list-style-type: none"> <li>• Outside agency</li> <li>• Working across all class units – high hygiene level needed of washing hands before and after each group.</li> <li>• Cleaning of village hall. Health and hygiene procedures.</li> </ul>	



	<p>down time</p> <ul style="list-style-type: none"> <li>- 11.15 walk back to school</li> <li><b>KS2 -Yrs 4, 5 and 6</b>-12.00- KS2 walk to the field</li> <li>-12.15 - 1.00 - supports lunchtime on the field</li> <li>-1.15-2.30 PE lesson</li> <li>-2.30 - 2.45 Break time on the field - children to bring water</li> <li>-2.45 - 3.00 Mindfulness/wellbeing/reflecting cool down time</li> <li>-3.00 walk back to school</li> <li>-If weather is wet - KS2 can use the village hall Tuesday PM</li> <li>-KS1 will have their PE in the hall Wednesday PM - therefore Scott can then support intervention Tuesday am.</li> <li>-Tuesday – an after school active team building session will be available with the focus on pupils who are struggling with wellbeing/anxiety on their return to school.</li> <li>-If the village Hall is used the school will adhere to cleaning procedures and liaise with the village hall committee and Busy Bees.</li> </ul>			
<p>Educational Visits/trips</p>	<ul style="list-style-type: none"> <li>-Term 1 visits will be restricted to our local area only.</li> <li>-All visits must be within walking distance of the school.</li> <li>-All off school visits must be agreed with the HoS at least one week before in order to ensure a risk assessment is carried out that includes safety linked to Covid – cleaning of areas etc.</li> <li>-Swimming will not be taking place until guidance is given that it is safe to do so from the DfE/Government.</li> </ul>	<p>Katy All staff</p>	<ul style="list-style-type: none"> <li>• Increase risk if going inside church, village hall, pavilion or inside areas.</li> <li>• Staff/pupil ratio's to be adhered to.</li> </ul>	<ul style="list-style-type: none"> <li>• Local educational visits to be planned for in order to fully support the children's' enriched curriculum.</li> </ul>
<p>Catch-up support</p>	<ul style="list-style-type: none"> <li>-Pupils with SEND or complex needs: Funding to target Individual Planning reducing the gap within heir academic progress and support their wellbeing in returning to school.</li> <li>-Universal offer: National Tutoring Programme: Pupils will be identified once funding amount identified.</li> </ul>	<p>Katy/Jo</p>	<ul style="list-style-type: none"> <li>• Government are yet to allocate funding to individual school. Amount unknow therefore challenging to plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring is an effective way to accelerate learning – narrowing the gaps.</li> </ul>





	<p>-Staff will be offered additional hours in order to support tutoring outside of school hours.</p> <p>-Current staffing hours will be tailored to start tutoring in term 1 (before and after school clubs will be replaced with tutoring opportunities).</p>			
Contingency Planning for Outbreaks	<p>Remote Educational Support</p> <p>-Teachers will have a pre-planned unit of work for children to access in the event of a full or partial school closure. This will be in place for September.</p> <p>-The units of work will allow access to high quality online and offline resources, adopting the same approach as Term 6 lockdown. Work will be tailored for pupils' individual needs.</p> <p>-Learning packs will be provided for those unable to access online learning.</p> <p>-Purple Mash will be used as an extension and additional enrichment to the curriculum set. This will be pre-set and ready to go in the need of an outbreak.</p> <p>-Parents, in addition, will be sign posted to the 'Oak National Academy' resources and the BBC bitesize materials.</p> <p>-Communication will remain open for parents with a member of school staff. This may not be their class teacher if they are unwell.</p> <p>-SLT will ensure all SEND and vulnerable pupils are contacted daily or weekly where appropriate, in the event of an outbreak.</p>	All school staff.	<ul style="list-style-type: none"> <li>• Staff are unwell and unable to engage with the children.</li> <li>• Families that do not have access to online learning or printing facilities.</li> </ul>	

Children				
Risk identified	Action/Changes to be made	Person responsible for change	Findings/ Issues/Concerns	Outcome Aim
Safeguarding	<p>-Child protection policy to be revised in light of changes. Return of more children.</p> <p>-More time given to the DSL to provide support to staff</p>	Katy Jo Zoe	<ul style="list-style-type: none"> <li>• Deputy not in school due to linked family meeting extremely</li> </ul>	<p>To lower the risk of infection and maximise infection control, reducing wider contact.</p> <ul style="list-style-type: none"> <li>• Children continue to be safeguarded in and outside of school.</li> <li>• Child Protection Policy adapted/changed to</li> </ul>





	<p>and children regarding any new safeguarding and welfare concerns.</p> <ul style="list-style-type: none"> <li>- DSL or Deputy DSL to be on site at all times</li> <li>-DSL to ensure all vulnerable children in school are having daily or weekly contact with a member of staff. (depending on individual circumstances of family).</li> </ul>	Lucy	<p>vulnerable group.</p> <ul style="list-style-type: none"> <li>• Updated training needed.</li> </ul>	<p>include covid-19.</p> <ul style="list-style-type: none"> <li>• Training planed in SDD 2/9/20 for all staff.</li> <li>• Executive Headteacher to be contacted and to come to school in the absence of HoS DSL and Deputy DSL if needed for a safeguarding concern.</li> </ul>
<p>Child to child contact</p> <p>Child to adult contact</p>	<ul style="list-style-type: none"> <li>-Children to stay in their class unit as much as possible.</li> <li>-Children are not to have limited contact with other class units.</li> <li>-Playtimes/lunchtimes adapted to meet this.</li> <li>-There will be no school assemblies.</li> <li>-Within class units contact to be kept minimal. If contact does happen, please do not shout, or scare child. Reassure them and explain new school rules.</li> <li>-Encourage and ensure new hygiene procedures are followed.</li> <li>-Encourage and ensure resource procedures are followed.</li> </ul>	All staff	<ul style="list-style-type: none"> <li>• Child may not be able to keep 2 meters apart however they should stay as far away as possible.</li> <li>• While in general groups should be kept apart, brief, transitory contact, such as passing in the classroom, is a low risk.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimise contact and mixing</li> <li>• Avoiding contact with anyone with symptoms</li> <li>• Frequent hand cleaning and good respiratory hygiene practices</li> <li>• Regular cleaning of setting</li> </ul>
<p>Children that are unwell (possible Covid) or hurt (first aid)</p>	<ul style="list-style-type: none"> <li>-If children are unwell, they must stay in their class unit until assessed.</li> <li>-The child’s temperature will be taken using a no touch thermometer, if above 37.8c the child will be moved to Mrs Chance’s office, isolated with Mrs Chance at a 2-metre distance.</li> <li>-If the child is displaying any symptoms of covid-19 they will be sent home. They will wait in Mrs Chance’s office on the blue chair by the door, with door slightly open.</li> <li>-The child cannot return to school if they have a temperature the following day – self-isolation rules must be adhered to and remain home for 7 days.</li> <li>-Parents/carers must follow and engage with the NHS Test and Trace process. Book a test. Results must be passed onto the school immediately.</li> <li>-If intimate contact is required when a child is ill or hurt the member of staff supporting the child must wear PPE equipment (mask, gloves, and apron).</li> </ul>	All staff	<ul style="list-style-type: none"> <li>• High risk of contact and reduced infection risk</li> <li>• Children and staff safety.</li> </ul>	<ul style="list-style-type: none"> <li>• To control and reduced risk of contact and increased infection.</li> </ul>



	<p>-If test result is negative the child may return to school.</p> <p>-If the child is to test positive, they must follow the ‘stay at home’ guidance for households.</p> <p>-The school is to take swift action and contact the local Public Health England. They will then carry out a rapid risk assessment and will guide school in its next steps. There is a high risk of full school closure due to direct close contact in our small school operating as one bubble.</p>			
SEND	<p>-External agencies visiting site.</p> <p>-Check with local authority and providers if their services will be available.</p> <p>-For pupils with EHCP reduced or changed timetable may need to be considered.</p> <p>-Individual plans may not be able to be fully adhered to. Ensure this is communicated with parent/carer.</p> <p>-Complete SEND risk assessment for individual pupils where needed.</p> <p>-Seek additional support from the KCC for pupils displaying increased anxiety or stress linked to Covid-19.</p>	<p>Katy Jo</p> <p>Tracy Nula</p> <p>Parents</p>	<ul style="list-style-type: none"> <li>Child not wanting to return to school</li> </ul>	<p>Follow Government guidance on conducting a SEND risk assessment during the Covid-19 outbreak.</p> <p>Staff have completed online training to support pupil return with possible attachment concerns.</p>
SEND pupil contact	<p>Discuss with individual members of staff that could be placed in this position.</p> <p>-Intimate contact: PPE equipment available for staff (gloves, apron and mask)</p> <p>-If regular contact does occur ensure hand washing is increased.</p>	<p>Katy Jo</p> <p>Tracy</p>	<ul style="list-style-type: none"> <li>Staff not wanting to have contact with children</li> <li>Childs anxiety increasing with no contact. Long term trauma impact.</li> <li>School refusal.</li> </ul>	<p>Reduced staff anxiety</p> <p>Reduced child anxiety</p> <p>Increased staff protection</p>
Pupil behaviour	<p>-Think about how and if school rules need to change.</p> <p>-Revise pupil behaviour policy communicated.</p> <p>-Staff to explicitly teach new rules and routines to support pupils.</p>	<p>Katy Jo</p> <p>All staff, parents and children</p>		<ul style="list-style-type: none"> <li>Proactively teaching new rules to staff, pupils and parents.</li> <li>Reinforcing new rules daily.</li> <li>Impose sanctions when rules are broken (where age appropriate).</li> <li>Positively reinforcing well-executed rules through praise and rewards.</li> </ul>



Uniform	<p>-Children are to wear school uniform.          -PE Day: Tuesday will be the school PE day. Child and staff to wear sports cloths to school on this day.          -Children will not change for PE at school.          -Letter to parent’s/carers to communicate this.</p>	<p>Katy Jo  Staff</p>	<ul style="list-style-type: none"> <li>• For parents experiencing financial difficulty and if uniform has been outgrown the school will work with the family on supporting this.</li> </ul>	<ul style="list-style-type: none"> <li>• If normal personal hygiene is followed and washing of clothes following a day in a school uniform is a low risk.</li> </ul>
Books and home to school resources	<p>-Reading books can go home.          -Staff should wash hands and surfaces, before and after handling pupils’ books.          -Letter to parent’s/carers to communicate this.</p>	<p>All staff</p>	<ul style="list-style-type: none"> <li>• Child will feel like there is less choice.</li> <li>• There will be a selection of books to choose from but children will not be able to touch them all. They my select one that will be given to them by the class teacher in year 6.</li> <li>• EYFS/Yr1 will be given a daily/weekly selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to follow hygiene procedures and hand washing to reduce risk of infection.</li> <li>• The Covid-19 virus is less likely to stay on paper and risk will be reduced in a 24 hour period.</li> </ul>
Medication	<p>-Medication – to be kept in the main office. If a child needs medication, procedures for intermit care will be followed.</p>	<p>All Staff</p>		<ul style="list-style-type: none"> <li>• Class teachers to ensure the child is aware of where medication is stored. Medical staff to assist in administering inhaler and or medicine.</li> <li>• Tina to record all medication given following schools current procedures. This will ensure containment within bubble and reduced contact outside bubble.</li> </ul>



**Appendix A:**

**Staffing structure 2020/2021 - Term 1 Only (up until new build is ready)**

	Staff	Monday	Tuesday Team Theme	Wednesday Staff Meeting Day	Thursday	Friday
<b>Caterpillar Class</b> EYFS (Phased entry) + Year 1 (10 + 10)	Teacher – <b>Sarah Hurst</b> PT 4 Days (0.8)  TA – <b>Lynsey Hanscombe</b> PT 4 Days (0.8)	Sarah   Lynsey	Sarah (PPA PM)  Nula PM  Lynsey	Sarah   Nula PM	Sarah   Lynsey	Lynsey
<b>Butterfly Class</b> Class 1 Year 2 & 3  (10 + 10)	Teacher – <b>Nula Cullen</b> PT 3 Days (0.6)  Teacher – Rhianna Pallett  TA – <b>Amanda Churm</b>  1:1 support – <b>Tracy Playforth</b> PT (12.5 hrs wk)	Nula  NQT TIME&PPA  Amanda  Tracy (10.00-12.30)	Nula am (KS1 Booster Sessions)  Rhianna Pallett  Tracy (10.00-12.30)	Nula am (KS1 Booster Sessions)  Rhianna Pallett  Tracy (10.00-12.30)	Rhianna Pallett  Amanda  Tracy (10.00-12.30)	Rhianna Pallett  Amanda  Tracy (10.00-12.30)
<b>Eagle Class</b> Staff room Year 6 (7 children)	Teacher – <b>Lucy Chisnell</b> PT 4 DAYS (0.88)	Lucy	Katy	Lucy	Lucy	Lucy
<b>Dolphin Class</b>  Class 3  Year 4 & 5 (10 +10)	Teacher – <b>Zoe Amos</b> Full-Time  TA – <b>Claire Sinstadt</b> PT 4 Days	Zoe  Claire	Zoe  Amanda	Zoe  Amanda Claire (KS2 Booster Sessions)	Zoe (PPA PM)  Claire	Zoe  Claire
SLT	Executive Headteacher – <b>Jo Hygate</b> (Wednesday pm and Friday meeting am) Head of School – <b>Katy Chance</b>					
Office	Business Manager – <b>Tina Mayes</b>					
Support Staff	Cleaner & Lunch Server - <b>Sally Kinal</b>					



Rota for breaks/lunchtime sent to staff and displayed on staffroom noticeboard.	<b>Session 1- am 9.00 – 12.00 To include 30 minute break/active session</b>	<b>Lunch Break All Packed Lunched in Class</b>	<b>Session 2- pm 1.00 – 3.20 To include 15 minute break</b>
<b>Year 1, 2 and 3</b> (KS1 playground)	Break 10.30-10.45 Tracy to cover	Inside – 12.00-12.30 – lunch Outside – 12.30-1.00 Timetable to be set	Break - 2.00-2.15 <b>Class teachers to cover</b>
<b>Year 4, 5 and 6</b> (KS2 playground)	Break 10.30-10.45 Claire to cover (Claire to break either before or after play session)	Inside– 12.00-12.30- lunch Outside – 12.30-1.00 Timetable to be set	Break – 2.00 – 2.15 <b>Class teachers to cover</b>
<b>Reception</b>	<b>Timetable will be amended when Reception are in full-time</b>		

**Communications to staff:**

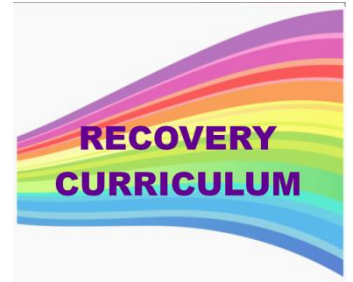
- There was a staff meeting on the 15/7/20 to communicate the phased return plan. Opportunity was given to express concerns and to listen to suggestions.
- Arrangements of routines etc were discussed.
- Those not able to attend access the meeting via Zoom.
- HoS will remain onsite at all times to support staff, parents and pupils. No external meetings will be attended, especially during the early part of opening and potential wider opening.
- Where the HoS is unable to be on site alternative support will be put in place by the Executive Head Teacher.
- There will be regular opportunities to gain feedback from staff on the new arrangements – a weekly meeting will be held on a Wednesday after school.

Communication to parents:

- **A letter will be sent to parent to include all changes in the above document by 17/7/20. A second letter will be sent the Friday before the children's return 17/7/20**



**Appendix B:**



**Whole School Approach**

Worth Primary School have put the children's well-being at the centre of our thinking.

We acknowledge that the children will have had different experiences during their time away from school during the pandemic of Covid-19. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child.

We know that an anxious child is not in a place to learn effectively. So with this in mind, the school community has thought about the most effective way to support your child's ability to learn. This approach will encompass and support the academic expectations for your child.

We hope that you feel this approach will support your child's well-being as they begin their re-engagement with learning at school.

**Term 1**

- The children will return to their class teacher that they left in March 2020. We felt strongly that the children needed the familiarity of knowing the teacher they are coming back to which will in turn support their confidence.
- Your child's teacher will already have good knowledge of your child and will confidently be able to support your child in settling back into school life.
- Once settled your child's teacher will be able to carry out some informal formative assessments to help us understand where your child is with their learning and then plan for our next steps.
- Term 1 is dedicated to ensuring the remainder of your child's previous year group curriculum is taught and gaps closed as rapidly as we can, in a fun and creative way.
- Our focus will be on English, Maths and Wellbeing (creativity and PE) only.
- Our Wellbeing Curriculum is based on creative wellbeing and our school values.
- The children will then transition into their new class in Term 2.
- Year 1 will move from Caterpillars into Butterfly Class with a new teacher.
- Year 2 will remain in Butterfly Class with the same teacher.
- Year 3 will move from Butterfly Class into Dolphin Class with a new teacher.
- Year 4 will move from Eagle Classroom into Dolphin Class with the same teacher.
- Year 5 will remain in Eagle Classroom with a new teacher.
- Year 6 will move from the staffroom into Eagles with the same teacher.
- Our new Reception children will be joining Caterpillar Class within Term 1. Our focus will be on transition.
- Staffing to allow for additional support and catch up sessions.
  - The school has employed a NQT on a 1 year contract. This will release one of our part-time experienced teachers to deliver catch up groups within school time.
  - Term 1 staffing structure allows pupils to be further supported within class



## Recovery Curriculum Term 1

**EYFS**- Baseline assessment – this will not be conducted this year in line with the Government’s decision.

### Year 1 – Last year’s EYFS (Sarah)

- **Informal assessment** – Data Sheet against the 17 areas of learning – **to KC by 9<sup>th</sup> September**
- From assessment and observations Identify key groups/area to target – use additional adults to support small group work.
- Teach/plan for the gaps ready for year 1
- From this involve parents in supporting children to close gap with home learning. Possible parent consultation meeting (if able to do so).
  
- **End of term assessment** – Learning journey to be completed and final data sheet to be in by **19<sup>th</sup> October** (KC to provide data sheets)
- Ready for year 1
- ✓ Phonics screening assessment 2012
- ✓ EYFS High frequency word assessment – reading and spelling
- ✓ Book band level
- ✓ Writing task – focus - fiction
- ✓ Place value – White Rose Maths  
<https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/12/Reception-Summer.pdf>

### Year 2 – Last year’s yr 1’s (Nula/Rhianna)

- **Informal assessment** - Data sheet - **to KC by 9<sup>th</sup> September**
- ✓ Book band level
- ✓ Cold task – writing - focus - fiction
- From assessment and observations Identify key groups/area to target – use additional adults to support small group work.
- Pre-teaching in the afternoons/in the moment assessment form the morning.
- Teach/plan for the gaps ready for year 2
- From this involve parents in supporting children to close gap with home learning. Possible parent consultation meeting (if able to do so).
  
- **End of term assessment** – Learning journey to be completed and final data sheet to be in by **19<sup>th</sup> October** (KC to provide data sheets)
- ✓ Year 1 spelling list – reading and spelling
- ✓ Phonics screening – assessment 2013
- ✓ Book band level
- ✓ Hot task – writing – focus - fiction
- ✓ Place Value & calculation – White Rose <https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-block-assessments/>



**Year 3 – Last year's yr 2 (Nula/Rhianna)**

- **Informal assessment** - Data sheet - **to KC by 9<sup>th</sup> September**
  - ✓ Book band level
  - ✓ Cold task – writing - focus fiction
- From assessment and observations Identify key groups/area to target – use additional adults to support small group work.
- Pre-teaching in the afternoons/in the moment assessment form the morning.
- Teach/plan for the gaps ready for year 3
- From this involve parents in supporting children to close gap with home learning. Possible parent consultation meeting (if able to do so).
  
- **End of term assessment** – Learning journey to be completed and final data sheet to be in by **19<sup>th</sup> October** (KC to provide data sheets)
  - ✓ Year 2 spelling list – reading and spelling
  - ✓ Reading age assessment
  - ✓ Phonics screening – assessment 2013 (for those that did not pass in year 1)
  - ✓ Book band level
  - ✓ Hot task – writing – focus - fiction
  - ✓ Place Value & calculation – White Rose <https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-block-assessments/>

**Year 4 – Last year's yr 3 (Zoe)**

- **Informal assessment** - Data sheet - **to KC by 9<sup>th</sup> September**
  - ✓ Book band level
  - ✓ Cold task – writing - focus - fiction
- From assessment and observations Identify key groups/area to target – use additional adults to support small group work.
- Pre-teaching in the afternoons/in the moment assessment form the morning.
- Teach/plan for the gaps ready for year 4
- From this involve parents in supporting children to close gap with home learning. Possible parent consultation meeting (if able to do so).
  
- **End of term assessment** – Learning journey to be completed and final data sheet to be in by **19<sup>th</sup> October** (KC to provide data sheets)
  - ✓ Year 3 spelling list – reading and spelling
  - ✓ Reading age assessment
  - ✓ Phonics screening – assessment 2013 (for those that are not at age expected)
  - ✓ Comprehension – guided reading session (assess within session against criteria)
  - ✓ Book band level
  - ✓ Hot task – writing – focus- fiction
  - ✓ Place Value & calculation – White Rose <https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-block-assessments/>





**Year 5 – Last year's yr 4 (Zoe)**

- **Informal assessment** - Data sheet - **to KC by 9<sup>th</sup> September**
  - ✓ Reading age
  - ✓ Cold task – writing - focus - fiction
  - ✓ Comprehension – guided reading session (assess within session against criteria)
- From assessment and observations Identify key groups/area to target – use additional adults to support small group work.
- Pre-teaching in the afternoons/in the moment assessment form the morning.
- Teach/plan for the gaps ready for year 5
- From this involve parents in supporting children to close gap with home learning. Possible parent consultation meeting (if able to do so).
  
- **End of term assessment** – Learning journey to be completed and final data sheet to be in by **19<sup>th</sup> October** (KC to provide data sheets)
  - ✓ Year 4/5 spelling list – reading and spelling
  - ✓ Reading age
  - ✓ Comprehension – guided reading session (assess within session against criteria)
  - ✓ Book band level (for those that are not at age expected)
  - ✓ Hot task – writing – focus - fiction
  - ✓ Place Value & calculation – White Rose <https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-block-assessments/>

**Year 6 – Last year's year 5 (Lucy)**

- Personalised learning journeys for Maths and English – this year group will be slightly different
- **Informal assessment** - Data sheet - **to KC by 9<sup>th</sup> September**
- Teach/plan for the gaps ready for year 6
- Kent test
- From this involve parents in supporting children to close gap with home learning. Possible parent consultation meeting (if able to do so).
  
- **End of term assessment** – Learning journey to be completed and final data sheet to be in by **19<sup>th</sup> October** (KC to provide data sheets)
  - ✓ Year 5/6 spelling list – reading and spelling
  - ✓ Reading age
  - ✓ Comprehension – guided reading session (assess within session against criteria)
  - ✓ Book band level (for those that are not at age expected)
  - ✓ Hot task – writing – focus – fiction
  - ✓ End of year 5 - White Rose <https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-block-assessments/>

**Staff meeting 14<sup>th</sup> October – moderation of writing**



***Mental Health and Wellbeing***

**Term 1 – Recovery Curriculum Whole school curriculum approach**

**Creative Wellbeing**

<b>Week</b>	<b>Focus</b>	
1 (2 days)	Teamwork & Relationships	Re-creating a sense of belonging – coming back to school. What makes a good team? Class agreement. What is the make-up of our class and its name i.e.: Eagle Class (Older children, powerful, strong etc.) Creativity – create their class emblem/animal as a team.
2	Mindfulness, Spirituality & Reflection	“Mindfulness involves paying attention... on purpose in the present moment with curiosity and kindness ...to things as they are “(Kabat-Zinn, 1994) Our environment – what is around us (grounding ourselves) – the allotment, pond, fields, trees... Our strengths as individuals. Knowing ourselves and our own mental wellbeing. What helps? Breathing Positive thinking. Kindness jars...
3	Resilience	Emotional resilience. Strategies for establishing and developing resilience. Strengths and weaknesses. Challenges and problem solving tasks.
4	Global Awareness & Relevance	Our place in the world. Locality into the wider community Current affairs Networking Helping others/Making a difference to those around us.
5	Social Justice project	Child led Charity Work Project
6 & 7	Health & Physical Wellbeing	On line safety – screen time! Exercise Being outside Being safe Eating/sleeping/drinking habits – back to basics
8 (4 days)	Aspirations Change/Transition	Aspirations – raised aspirations to want to be the best person they can. Being proud of who they are. Dealing with change – as a positive.

**Display – Non-negotiable**

**All classes to show learning journey the work carried out.**

Mind maps – post it notes – photo’s – Books – Artwork – PowerPoints – video/film making –

Interlinking – growing picture – evidencing the growth and foundations of wellbeing



**Appendix C:**

**Proposal for Reception 2020 Starters – Term 1**

W/B: 7/9/20	In school – ‘Getting to know you’ Visits: -Tuesday 8 <sup>th</sup> September – am -Wednesday 9 <sup>th</sup> September - pm -Thursday 10 <sup>th</sup> Sept - pm	Lynsey to cover Nula to cover Lynsey to cover
W/B: 14/9/20	In school – ‘Getting to know you’ Visits: -Tuesday 15 <sup>th</sup> September – am -Wednesday 16 <sup>th</sup> September - pm -Thursday 17 <sup>th</sup> Sept - pm	Lynsey to cover Nula to cover Lynsey to cover
W/B: 21/9/20	In School visits – pm session: 2 children a day – develop timetable	
W/B: 28/9/20	In School visits – am session: 2 children a day – develop timetable	
W/B: 5/10/20	-Monday 5 <sup>th</sup> Oct Teddy Bears Picnic – all children in <b>pm</b> -Tuesday 6 <sup>th</sup> – Friday 9 <sup>th</sup> Oct: All children in <b>am</b>	
W/B: 12/10/20	Children In <b>am</b> and <b>lunch</b>	
W/B: 19/10/20	Children in <b>all day</b> Term finishes Thursday 22 <sup>nd</sup> Oct	