Lancasterian Primary School

A safe and welcoming learning community where:

* we all aim high;
* everyone is included;
* creativity is valued.

**Return to School and Recovery Plan 2019/20 v5**

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| **QUALITY OF EDUCATION****Priority 1:** Deploy available staff to most effectively match pupil needs with appropriate and high quality provision, ensuring that expectations are proportionate and sustainable and that there is sufficient support, guidance and resources for curricula delivery.**Priority 2:** Restructure and prioritise curricula in order to cover key objectives missed during the lockdown and bring learning back on track as quickly as possible.**Priority 3:** Create bespoke programmes of additional support for Y5 and 6 pupils, in order to ensure that they are ready for the transition to secondary school in 2020 and 2021 respectively.**Priority 4:** Ensure additional support is put into place for individual or groups of pupils whose progress has been most negatively affected by the lockdown (e.g. school priority groups – PP, SEND Support, EAL, White Other (incl. Turkish), mobile, Black Caribbean.) |
| **Priority 1:** Deploy available staff to most effectively match pupil needs with appropriate and high quality provision, ensuring that expectations are proportionate and sustainable and that there is sufficient support, guidance and resources for curricula delivery. |
| **Action** | **When** | **Lead(s)** | **Resources** |
| 1. During initial phased return, the available nur, rec, year 1 and year 6 teachers to take a leading role the planning for these year groups (or in their absence, an allocated teacher), delegating the planning and/or resourcing of specific subjects/lessons to other teachers and support staff in their teams.
 | In place ready to go from 8/6/20 | Charlotte and Julia | n/a |
| 1. Plan nur, rec, year 1 and year 6 lessons following the home learning curriculum which has been in place during lockdown, resourced in a way which can also be posted online the following day for children who are remote learning (e.g. no printed resources required); there may be additional learning undertaken at school which is not posted online as long as the minimum online learning expectation is met. Teachers will need to take into account the varied learning experiences that children will have had at home and plan/scaffold accordingly.
 | In place ready to go from 8/6/20 | Charlotte and Julia | n/a |
| 1. Teachers working from home to take responsibility for planning home learning for children in years 2, 3, 4 and 5.
 | In place ready to go from 8/6/20 | Charlotte | n/a |
| 1. Ensure bespoke provision for SEND children continues, whether in school or at home, with the support of teachers working at home.
 | From 8/6/20 | Angela | n/a |
| 1. Continue the provision for key worker and vulnerable children as previously, but with the integration of nur, rec, year 1 and year 6 children back into their classes (as well as any other children who may be able to integrate into classes too, e.g. Y2 child into Y1); this provision should be implemented by available staff, taking into account staffing needs in nur, rec, year 1 and year 6, and will take place in the year 3 classrooms/ICT suite.
 | In place ready to go from 8/6/20 | Angela | Movement of tables, chairs and resources from Y3 to KS2 hall |
| 1. Close school to children on Friday afternoons from 12:30pm, to enable staff to have planning, preparation and assessment (PPA) entitlement and to allow for deep cleaning (staff to work from home where possible to allow cleaning to happen); ensure all parents are notified well in advance.
 | From 5/6/20 | Paul | n/a |
| **Priority 2:** Restructure and prioritise curricula in order to cover key objectives missed during the lockdown and bring learning back on track as quickly as possible. |
| **Action** | **When** | **Lead(s)** | **Resources** |
| 1. Review the KS1/2 curriculum to identify key learning objectives which must be covered once the majority children in all year groups have returned to school as follows:
* divide time across autumn and spring term into three blocks to cover learning from summer 2019/20, autumn 20/21 and spring 202/21, streamlining learning objectives to ensure key learning is covered;
* do not assess until end of spring – assessments may still be low but the expectation is that they are back on track the end of summer term;
* write an assessment addendum to cover changes;
* provide training in relation to the above in September INSETs.
 | In place ready to go from 1/9/20 | Charlotte, Julia and Middle Leaders | n/a |
| 1. Ensure formative assessment is adapted to match the curricula being covered (e.g. continuation of previous year’s PAGs in autumn 1).
 | From 1/9/20 | Charlotte | n/a |
| 1. Attend HEP’s The Recovery Curriculum training and use information to further populate this plan.
 | By 20/6/20 | Charlotte | n/a |
| 1. Y1 teachers to attend Y1 transition training provided by HEP.
 | By end of summer | Julia | n/a |
| 1. Ensure that Y1 transition more closely follows early years principals for longer than usual.
 | Autumn term | Julia/Charlotte | TBD |
| **Priority 3:** Create bespoke programmes of additional support for Y5 and 6 pupils, in order to ensure that they are ready for the transition to secondary school in 2020 and 2021 respectively. |
| **Action** | **When** | **Lead(s)** | **Resources** |
| 1. Plan curricula coverage to ensure that key summer term learning objectives are covered by current year 6 before the end of term.
 | In place ready to go from 8/6/20 | Charlotte, Rob and Victoria | n/a |
| 1. Increase PSHE timetable for Y6 to a minimum of 3 hours per week to cover social/emotional aspects of transition to secondary school.
 | During summer 2 | Rob and Victoria | n/a |
| 1. Plan appropriate alternatives to the year 6 leavers’ assembly which is in keeping with protective measure guidelines.
 | By end of summer term | Rob, Victoria and Kamelia | TBC |
| 1. Engage with local authority transition processes to ensure that an effective handover of information takes place.
 | By end of summer term | Charlotte | n/a |
| 1. Provide a Y5 “Pre-Y6 Summer Learning” programme online during summer holidays; call all families to ensure that they are aware, they access it and find out who would need printed materials.
 | During summer holiday | Charlotte, Rob and Victoria | n/a |
| 1. Extend the school day for Y6 children to enable an additional daily half hour gap closing/pre-teaching session from 8:30am to 9:00am, apart from Fridays to give children and staff some respite.
 | From 1/9/20 | Paul | n/a |
| 1. Provide one hour additional PPA time per week to Y6 teachers to facilitate extra planning and promote well-being; use this time for extra sports coaching for pupils to promote their well-being and positive behaviours for learning
 | From 1/9/20 | Paul | n/a |
| 1. Accelerate progress in Y6 through additional teaching support from DHT (in English) and AHT Inclusion (in maths), enabling pupils to be taught in smaller, focused groups, provided this can be done in line with safety measures in place.
 | From 1/9/20 | Charlotte/ Angela | n/a |
| 1. Provide additional home learning work for Y6 pupils through the website every weekend and during holidays (print for those unable to access or considering loaning ipads)
 | From 1/9/20 | Rob/Victoria | n/a |
| 1. Ensure that most Y6 children presenting the most challenging behaviour for learning are initially with own class teachers during morning lessons, to enable relationships and routines to be built quickly
 | From 1/9/20 | Rob/Victoria | n/a |
| 1. Set up SLT led small weekly Y6 group focused pupil reading, SPaG and maths tutoring sessions, 8 – 8:45am and 3 – 4pm
 | From 1/9/20 | Charlotte | n/a |
| 1. Focus the majority of the Pupil Premium Focus Teacher’s individual and small group support on Y6 PP pupils, to address gaps in learning
 | From 1/9/20 | Andrea | n/a |
| 1. Put in place a programme of sessions to deepen Y6 children’s ownership of their learning and to put a ‘fire in their belly’ with regards to their academic success
 | From 1/9/20 | Paul | n/a |
| 1. Re-structure Y6 afternoon learning time to ensure a balanced curriculum is maintained but opportunities for additional work on core subjects is incorporated
 | From 1/9/20 | Rob/Victoria | n/a |
| 1. Set up teacher-led 1:1/1:2 reading, SPaG and maths tutoring session, 3:45pm – 4:30pm, focusing on key misconceptions/gaps in learning, starting in September if in accordance with safety measures
 | From 1/9/20 | Charlotte | n/a |
| 1. Invite all PP Y6 children to free Pendarren one week residential Easter booster and enrichment school, with option for non PP children to pay, up to 30 children; fundraise accordingly
 | From 1/9/20 | Second Week of Easter Hols | n/a |
| **Priority 4:** Ensure additional support is put into place for individual or groups of pupils whose progress has been most negatively affected by the lockdown (e.g. school priority groups – PP, SEND Support, EAL, White Other (incl. Turkish), mobile, Black Caribbean.) |
| **Action** | **When** | **Lead(s)** | **Resources** |
| 1. Create social stories for children who will need additional support to understand the social distancing measures in place and train relevant adults in using them.
 | In place ready to go from 8/6/20 | Angela | Social stories materials, including ICT |
| 1. Ensure a parallel process to the one outlined in Priority 2/Action 1 is carried out for SEND children in relation to their targets for summer and autumn terms.
 | In place ready to go from 1/9/20 | Angela | n/a |
| 1. Put in place a programme of TA-led precision teacher and booster sessions, working with class teachers to ensure clarity about which children need to be targeted.
 | From 1/9/20 | Angela | n/a |
| 1. Provide training during September INSETs in relation to use of visuals, key vocab, widgets and other EAL support strategies as part of quality first teaching.
 | Sept INSET days | Angela | n/a |
| 1. Provide additional after school clubs for targeted EAL children, including for children in Y1.
 | From 1/9/20 | Angela | TBD |

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| **PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES****Priority 1:** Ensure that safeguarding systems flexibly adapt to a phased returned to school.**Priority 2:** Put into place processes to identify families within the community who have been particularly impacted by the Coronavirus (e.g. bereavement, mental health, DV) and create bespoke support packages, drawing upon external support and expertise.**Priority 3:** Incorporate a whole school curricular response to the issues experienced by children during lockdown (e.g. through assemblies, pupil voice, PSHE), including issues that they may have faced having been online more frequently (e.g. stranger danger, online bullying)**Priority 4:** Rigorously reinstate the whole school behaviour policy as well as individual children’s behaviour plans.**Priority 5:** Reinstate attendance monitoring and follow-up procedures as directed by the Education Welfare Service. |
| **Priority 1:** Ensure that safeguarding systems flexibly adapt to a phased returned to school. |
| **Action** | **When** | **Lead(s)** | **Resources** |
| 1. Update Safeguarding and Child Protection Policy Addendum to outline systems in place during phased reopening of school.
 | By 19/5/20 | Kamelia | n/a |
| 1. Share updated Safeguarding and Child Protection Policy Addendum with all staff prior to wider opening.
 | By 22/5/20 | Kamelia | n/a |
| 1. Make use of additional social worker support to be allocated to each NLC in anticipation of increased number of safeguarding issues identified as children begin to return – details TBA
 | As soon as S/W is in post | Kamelia | n/a |
| 1. Work with HEP to complete a safeguarding audit.
 | By end of summer term | Kamelia | n/a |
| 1. Update safeguarding policy to incorporate changes from KCSiE Sept 2020.
 | In Sept when guidance is released. | Kamelia | n/a |
| 1. Include safeguarding refresher training for all staff in September INSET.
 | Sept INSET | Kamelia | n/a |
| **Priority 2:** Put into place processes to identify families within the community who have been particularly impacted by the Coronavirus (e.g. bereavement, mental health, DV) and create bespoke support packages, drawing upon external support and expertise. |
| **Action** | **When** | **Lead(s)** | **Resources** |
| 1. Provide each class with resources which provides bereavement support, emotional wellbeing and mental support.
 | Ongoing | Kamelia  | Story books, etc. |
| 1. Continue to promote and target Connected Communities with parents/carers.
 | Ongoing | Kamelia  | n/a |
| 1. Put regular notices into the newsletter to ask parents/carers to let us know if they feel that their child has been particularly emotionally affected during lockdown (e.g. bereavement).
 | From September 2020 | Paul | n/a |
| 1. Set up a variety of systems for parents to report their concerns i.e. heretolisten email.
 | Ongoing | Kamelia  | n/a |
| 1. Target Trailblazers support to children identified through the above processes.
 | From September 2020 | Kamelia | n/a |
| 1. Explore EP service bereavement resources, using to shape curriculum and sending home to families as appropriate.
 | Ready to implement from September | Angela | n/a |
| **Priority 3:** Incorporate a whole school curricular response to the issues experienced by children during lockdown (e.g. through assemblies, pupil voice, PSHE). |
| **Action** | **When** | **Lead(s)** | **Resources** |
| 1. Revise PSHE curriculum map, incorporating resources from PSHE Association and DfE, to address issues relevant to the current situation.
 | Ready for September | Charlotte and Amba | TBD |
| 1. Explore resources available through <https://www.mentallyhealthyschools.org.uk/> and use a basis for a wider support plan for children.
 | Ready for autumn 2020/21 | Kamelia | TBD |
| 1. Ensure all classes consistently use Votes for Schools resources.
 | Ongoing | Amba | Votes for schools subscriptions |
| 1. Implement whole school approach to mindfulness, launching in September INSET.
 | September INSETs | Holly | TBD |
| **Priority 4:** Rigorously reinstate the whole school behaviour policy as well as individual children’s behaviour plans. |
| **Action** | **When** | **Lead(s)** | **Resources** |
| 1. Ensure all staff are clear that the usual behaviour policy is reinstated from 8/6/20, including for key worker and vulnerable children; this will need to be re-worked to ensure that it works in a way which does not compromise protective measures.
 | From 8/6/20 | Kamelia | TBC |
| 1. Ensure staff are clear about what measures/options will be put into place for those children with additional needs who normally benefit from break-out areas.
 | From 8/6/20 | Angela | TBC |
| 1. Provide training to staff on reintegrating pupils following closure incl identifying and responding to concerns.
 | September INSET | Kamelia | n/a |
| 1. Update behaviour policy to incorporate changes required by bubbles, etc., and update staff in September.
 | Ready for September | Kamelia | n/a |
| **Priority 5:** Reinstate attendance monitoring and follow-up procedures as directed by the Education Welfare Service. |
| **Action** | **When** | **Lead(s)** | **Resources** |
| 1. Continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending. No longer being completed due to being too onerous; NLC schools are doing the same. We did feed back to DfE via HEP/the LA that they needed to streamline it, but there were no changes made.
 | From 8/6/20 | Paul | n/a |
| 1. Ensure that any children who do not return in September are considered rigorous vulnerable and follow up is carried out, working with EWO.
 | From Sept 2020 | Kamelia | n/a |
| **LEADERSHIP AND MANAGEMENT****Priority 1:** Ensure that the health and safety of children and staff remains a key factor in all decisions taken in relation to school provision, staffing, etc. by continuing to follow guidance from the government, Public Health, Haringey HR, HEP and the unions.**Priority 2:** Re-establish and build upon the strong, positive organisational culture within the school.**Priority 3:** Put into place processes to identify staff who have been particularly impacted by the Coronavirus (e.g. bereavement, mental health, DV) and create bespoke support packages, drawing upon external support and expertise.**Priority 4:** Ensure rigorous hygiene and cleaning standards are maintained at the school in order to minimise the risk of infection.**Priority 5:** Monitor staff workload and well-being, taking action as required to ensure that these are maintained at a healthy level.**Priority 6:** Quickly re-instate systems which support and guide senior and middle leaders in their roles.**Priority 7:** Make good use of available financial processes and support to minimise the impact of the lockdown/recovery period on the school budget. |
| **Priority 1:** Ensure that the health and safety of children and staff remains a key factor in all decisions taken in relation to school provision, staffing, etc. by continuing to follow guidance from the government, Public Health, Haringey HR, HEP and the unions. |
| **Action** | **When** | **Lead(s)** | **Resources** |
| 1. Contact all staff to clarify who will be able to attend school from 8/6/20, building on existing knowledge about their health, household and childcare circumstances and according to the following guidelines:
* Given the number of staff absences we are anticipating (due to conditions outlined below) all available staff across all areas of the school may need to be in to enable the school to run (including premises, catering, admin, etc.) according to pupil numbers.
* As a school we will be taking extensive steps to minimise risk of exposure to those who visit, work and attend – these will be shared with all staff ahead of next half term. The wider opening of our school will be done in phased manner – starting with nursery, reception, year 1 and year 6 – and in a way that ensures the health and wellbeing of our staff and pupils in line with Public Health England and Government advice.
* Staff who are clinically extremely vulnerable should work from home and continue to shield. Clinically extremely vulnerable people may include the following people who should have been contacted to tell them they are clinically extremely vulnerable.
1. Solid organ transplant recipients.
2. People with specific cancers:
* people with cancer who are undergoing active chemotherapy
* people with lung cancer who are undergoing radical radiotherapy
* people with cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment
* people having immunotherapy or other continuing antibody treatments for cancer
* people having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors
* people who have had bone marrow or stem cell transplants in the last 6 months, or who are still taking immunosuppression drugs
1. People with severe respiratory conditions including all cystic fibrosis, severe asthma and severe chronic obstructive pulmonary (COPD).
2. People with rare diseases that significantly increase the risk of infections (such as SCID, homozygous sickle cell).
3. People on immunosuppression therapies sufficient to significantly increase risk of infection.
4. Women who are pregnant with significant heart disease, congenital or acquired.
* Staff who are clinically vulnerable (but not clinically extremely vulnerable) should work from home where possible and we will endeavour to support this; however, this will depend upon how many staff are needed to safely run the school according to expectations set out by the government and we may need to call these staff in. Some clinically vulnerable staff may already feel willing to come into school. Any of these staff coming in will be offered the safest possible on-site roles (e.g. working with the older children). Clinically vulnerable people are those who are:
1. aged 70 or older (regardless of medical conditions)
2. under 70 with an underlying health condition listed below (that is, anyone instructed to get a flu jab each year on medical grounds):
3. chronic (long-term) mild to moderate respiratory diseases, such as asthma, chronic obstructive pulmonary disease (COPD), emphysema or bronchitis
4. chronic heart disease, such as heart failure
5. chronic kidney disease
6. chronic liver disease, such as hepatitis
7. chronic neurological conditions, such as Parkinson’s disease, motor neurone disease, multiple sclerosis (MS), or cerebral palsy
8. diabetes
9. a weakened immune system as the result of certain conditions, treatments like chemotherapy, or medicines such as steroid tablets
10. being seriously overweight (a body mass index (BMI) of 40 or above)
11. pregnant women
* Staff who live with someone who is clinically extremely vulnerable should work from home if possible and we will endeavour to support this; however, this will depend upon how many staff are needed to safely run the school according to expectations set out by the government and we may need to call these staff in. Some staff who live with someone who is clinically extremely vulnerable may already feel willing to come into school. Any of these staff coming in will be offered the safest possible on-site roles (e.g. working with the older children).
* Staff who live with someone who is clinically vulnerable (but not clinically extremely vulnerable) should attend school.
* Staff who have childcare issues due to their own children not yet able to attend childcare/school (reminder: all school age children of staff are eligible to attend school as key worker children), being too young to stay home alone and having no-one else appropriate in the household to care for them should work from home and consider if there are any weekdays in which they could come in.
 | By 12pm 18/5/20 if possible, dependent upon union intervention | Paul and line managers | n/a |
| 1. **BAME (Black, Asian and Minority Ethnic) Staff:** while it may not yet be clear why the danger of contracting COVID-19 and subsequent mortality rates are higher for BAME colleagues, we will take extra precautions in relation to this by:
* ensuring that we engage and communicate with ALL staff, including BAME, with regards to return to school plans;
* ensure that BAME voices are heard in decision-making at SLT and school governor level – we have BAME representation in both of those groups;
* ensure that all BAME staff are aware that they must raise any concerns specific to them/their roles to their line managers for further discussion if these are not covered by the whole school risk assessment;
* carry out individual risk assessments for any BAME staff where it is agreed that their specific concerns/needs are not covered by the whole school risk assessment (Haringey have produced an Individual Risk Assessment Template that would be suitable for the purpose of assessing individual staff members’ needs);
* ensure that we consider the specific needs of BAME staff in our staff mental health support/well-being activities.
 | Ongoing | Governors, SLT and line manager | n/a |
| 1. Send a Survey Monkey to all nur, rec, Y1 and Y6 parents (as separate groups) to determine initial indicator of number of children likely to come into school if we open on 8/6/20.
 | By 13/5/20 | Paul/Shenikia | Parenthub/ Survey Monkey |
| 1. Send a Survey Monkey out to all staff to seek their views on the government’s decision and on this plan.
 | By 18/5/20 | Paul/Shenikia | Survey Monkey |
| 1. Send a Survey Monkey out to all children to seek their views (with parental support where necessary) on return to school and how they can be best supported.
 | By 19/5/20 | Charlotte/ Shenikia | Parenthub/ Survey Monkey |
| 1. Use the information from the above Survey Monkeys to inform this evolving plan.
 | By 22/5/20 | SLT | n/a |
| 1. (Protective Measure – PM) School use to be zoned as follows, taking into account one nursery class, three reception classes, three year 1 classes and four year 6 classes:
* EYFS children and staff (reception classes plus a maximum of 15 nursery children) in nur/rec/year 1 Pippa’s classrooms and EYFS playground, children using nursery and reception classes’ toilets respectively (those in Pippa’s classroom will need to access reception toilets via the KS1 hall).
* Year 1 children and staff in year 1 Rose H’s/year 2 classrooms, children using KS1 toilets.
* Year 6 children and staff in year 5/year 6 classrooms, children using KS2 toilets.
* Vulnerable/Key Worker children in Y3 classrooms and ICT suite, using the KS2 toilets.
 | From 8/6/20 | All staffSam | n/a |
| 1. (PM) Classes to be organised/split as follows, with staff remaining consistent in each class as much as possible. When the children arrive at school on the first morning, they will be kept in the playground when the parents leave and be grouped by teachers with the help of an SLT member taking into account friendships/good combinations and additional needs; (e.g. EHCP children requiring additional support). Additional children arriving later will be allocated according to numbers in each group and friendships/good combinations, but they can only start on Mondays.
* Nursery – a maximum of 15 children to attend (2 members of staff (one must be a teacher) plus any 1:1 support), occupying the nursery and part of the EYFS outdoor area.
* Reception – children to be split into groups of equal sizes across classrooms with a maximum of 15 children per class, occupying the reception and a year 1 classroom (1 member of staff per classroom (must be a teacher), plus any 1:1 support) and part of the EYFS outdoor area.
* Year 1 - children to be split into groups of equal sizes across classrooms with a maximum of 15 children per class, occupying a year 1 and the year 2 (1 member of staff per classroom, plus any 1:1 support) and the KS1 playground for outdoor learning and play.
* Year 6 - children to be split into groups of equal sizes across classrooms with a maximum of 15 children per class, occupying the year 5 and year 6 classrooms (1 members of staff per classroom, plus any 1:1 support) and the KS2 playground, the Y4 veranda and Thunberg class veranda for outdoor learning.
* Vulnerable/Key Worker children in Y3 classrooms and ICT suite.
* Children and adults will remain in these small groups throughout the day, including during break and lunch times, and consistently as they arrive at /leave the premises (as far as is practically controllable by the school). Groups should be kept apart but brief, transitory contact, such as passing in a corridor, will occasionally and unavoidably occur and is low risk.
 | From 8/6/20 | SLT | n/a |
| 1. Devise a system for recording and registering according to the new class groups, taking into account the need for registers in the case of a fire alarm.
 | By EOD 8/6/20 | Eoin | Integris |
| 1. (PM) Arrange classrooms as follows:
* Nursery – classroom plus a cordoned off portion of the EYFS outdoor area
* Reception – classroom plus a cordoned off portion of the EYFS outdoor area per class (accessed from Y1 via back doors)
* Year 1 – one child per desk, as far apart as possible from neighbours, with supplementary desks taken out to create space; the KS1 playground should also be used as a learning environment where possible.
* Year 6 – one child per desk, as far apart as possible from neighbours, with supplementary desks taken out to create space; the KS2 playground should also be used as a learning environment where possible.
* Library and KS1 hall extra classroom to be used as accessible classroom furniture storage for Y1/2 classrooms; Y4 classrooms to be used as accessible classroom furniture storage for Y5/6 classrooms.

Once classroom desks have been set up, review each classroom to ensure that conditions are not cramped, removing additional furniture (including desks if necessary) to create more space and adjusting pupil numbers if needed. | In place ready to go from 8/6/20 | Sam, with Julia advising on division of EYFS playground (remember that parent drop-off/pick up area) | n/a |
| 1. (PM) Drop off and collection times and locations to continue as usual in EYFS, KS1 and KS2, since current timings and layout of the building means that cross-over of children/parents/carers travelling to and from school is minimal; however, a cordoned off area in EYFS, KS1 and KS2 playgrounds will indicate a barrier which parents must not cross (providing plenty of space for parents so that they can social distance) with children walking between their parents and the teachers unaccompanied but monitored. Vul/Key Worker children will line up in the KS2 playground.
 | In place ready to go from 8/6/20 | Sam | Cordon and cones |
| 1. (PM) Ensure that each morning children are reminded in class (in a way appropriate to their age):
* to inform staff if they are feeling unwell
* to try not to get too close to each other and adults as much as possible
* to stay within their groups and not mix with children from other groups
* about the need to wash hands
* on arrival at school
* before break time
* before lunch
* before going home
* after sneezing or coughing into their hand, elbow or a tissue
* not to touch their mouth, eyes and nose
* to use a tissue or elbow to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’)
* to stay in their allocated zones
* to ask before using the toilet (including during playtime) and ensure that there are no more than 3 children in a toilet at one time
 | From 8/6/20 | Class teachers (or TA if applicable) | PowerPoint |
| 1. Prepare a clear PowerPoint presentation with many visuals to support the above sessions.
 | In place ready to go from 8/6/20 | Angela | n/a |
| 1. (PM) Place a temporary marking down the middle of both the KS2 corridors/foyer into linkway and arrows to keep groups apart as they move through the school (walk on left); staff should model and enforce this.
 | From 8/6/20 | Sam and all staff | Marking material |
| 1. (PM) Allocated teachers and TAs to prepare their own classroom resources during WB 1/6/20 ensuring that:
* all soft furnishings, soft toys and toys & resources that are hard to clean (such as those with intricate parts) are removed from all classrooms and given to Sam to be stored;
* stationery packs are prepared for each child in Y1 and Y6.
 | By 8/6/20 | Classroom teachers and TAs and Sam | n/a |
| 1. (PM) No assemblies to take place; senior leaders to more frequently visit classes to monitor provision and pupil and staff well-being.
 | From 8/6/20 | SLT | n/a |
| 1. (PM) Children in Y6 can wear trainers to school and do PE in their uniforms without changing as we don’t have the facilities for them to change separately.
 | From 8/6/20 | Y6 Teachers | n/a |
| 1. (PM) No marking of books to take place during the summer; teachers should build in more self and verbal peer assessment. Y1/6 Children should keep all their exercise books on their desks at all times.
 | From 8/6/20 | All teachers | n/a |
| 1. (PM) The library is not to be used; teachers may wish to bring a selection of books from the library to their classrooms to enhance their reading corners and for children to take home if necessary, but these should remain in the classroom until further notice. Cookery area, spare classrooms and hall equipment also out of use.
 | From 8/6/20 | All staff | n/a |
| 1. (PM) Class teachers/TAs to allow children to choose 3 books per week from book corner (which may also contain books from the library) when then remain on/in their desk until Friday, at which point they are left in a pile on the teacher’s desk for cleaners to wipe down.
 | From 9/6/20 | Class Teachers/TAs | n/a |
| 1. (PM) School site to open at usual time and close an hour earlier at 5:30pm, to enable Assistant Site Manager to come in on shift earlier and support with cleaning.
 | From 8/6/20 | Sam | n/a |
| 1. (PM) Break and lunchtime locations to continue as usual in EYFS, KS1 and KS2. However, to avoid crossover between groups, each group will have an allocated area in the dining hall and use of outdoor areas and dining hall will be on a rota as below. At the end of allotted playground times, groups should line up and wait for the next class to be brought sensibly out before being taken it, obviously with staff ensuring the children coming out do not interact with the line waiting to come in.

EYFS – use EYFS outdoor area as and when needed, with area split into 4 sections, one for nursery and one for each of the 3 reception groups.KS1/2 Break – 15 minute slots. Each group to have an allocated set of play equipment (footballs, etc.) which they take to and from the playground; climbing frame to be cordoned off and Playpods kept closed. Capital letters next to staggered times indicate group order according to teacher first name initial (e.g. E = Elena), ordered alphabetically.

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| --- | --- | --- | --- |
|   | Y1 | Y6 | Vul/Key |
| Group 1 | 10:45 (E) | 10:30 (F) | 11:30 |
| Group 2 | 11:00 (P) | 10:45 (J) |  |
| Group 3 | 11:15 (R) | 11:00 (R) |  |
| Group 4 |  | 11:15 (V) |  |

Rec & KS1/2 Lunch – groups to be allocated labelled seating areas. Nursery to eat in the classroom as usual. Children in each bubble need to stay together until everyone has finished eating before leaving together with an adult. Ensure year groups leave 5 minutes before next sitting to reduce bubble crossover and give time to wipe down and set new cutlery.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | YN | YR | Y1 | Y6 | Vul/Key |
| Group 1 | TBD | 11:45 | 12:15 | 12:45 | 13:15 |
| Group 2 |  | 11:45 | 12:15 | 12:45 |  |
| Group 3 |  | 11:45 | 12:15 | 12:45 |  |
| Group 4 |  |  |  | 12:45 |  |

KS1/2 Lunchtime/Afternoon Play - 15 minute slots. Each group to have an allocated set of play equipment (footballs, etc.) which they take to and from the playground; climbing frame to be cordoned off and Playpods kept closed. Capital letters next to staggered times indicate group order according to teacher first name initial (e.g. E = Elena), ordered alphabetically.

|  |  |  |  |
| --- | --- | --- | --- |
|   | Y1 | Y6 | Vul/Key |
| Group 1 | Straight from lunch (E) | 12:30 (F) | 12:45 |
| Group 2 | 13:00 (P) | Straight from lunch (J) |  |
| Group 3 | 13:15 (R) | 13:30 (R) |  |
| Group 4 |  | 13:45 (V) |  |
| Group 1 | 13:30 (E) | 14:15 (F) | 14:00 |
| Group 2 | 13:45 (P) | 14:30 (J) |  |
| Group 3 | 14:00 (R) | 14:45 (R) |  |
| Group 4 |  | 15:00 (V) |  |
| Group 1 | 14:15 (E) |  |  |
| Group 2 | 14:30 (P) |  |  |
| Group 3 | 14:45 (R) |  |  |

**Morning Break Duty**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EYFS**  |  | **YR 1** |  | **YR 6** |  |
| Teachers  | Support Staff | Teachers  | Support Staff | Teachers  | Support Staff |
| For Nursery and Reception - Choose break time accordingly around continuous provision | Both adults take break before children’s playtime, then both adults in playground for playtime in case of first aid issues | Both adults take break before children’s playtime, then both adults in playground for playtime in case of first aid issues |

**Lunch Duty**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EYFS** |  | **YR 1** |  | **YR 6** |  |
| Teachers  | Support Staff | Teachers  | Support Staff | Teachers  | Support Staff |
| Nursery – Lunch break – 11.45 - 12.45Reception - Lunch break – 12.15 – 1.15 | Nursery – Lunch break – 11.45-12.45Reception - Lunch break – 11.45 - 12.15 Support bubble throughout their lunchtime |  Lunch break – 12.15-13.15 | Lunch break – 11.45-12.15 Then support bubble throughout lunch time – in hall, outdoors and indoors with prearranged indoor activities | Lunch break – 12.45-13.45  | Lunch break – 12.15-12.45 Then support bubble throughout lunch time – in hall, outdoors and indoors with prearranged indoor activities |
| Additional EYFS Staff | Location | Additional KS1 Staff | Location | Additional KS2 Staff | Location |
| Sarka | Nursery lunch cover - 11.40-1.10pm | Pauline | KS1 Playground Float – Outdoors at all times | Maria | KS2 Playground Float – Outdoors at all times |
| Latifa | With Yakub 9.00-10.30 | Yasoda | Door/Toilet Monitor | Daxa | Door/Toilet Monitor |
|   |   |   |   | Coach | KS2 Playground leading games from 13.00-14.50 |

 **Key Worker/Vul Group Break and Lunch Duty**

|  |  |  |  |
| --- | --- | --- | --- |
| **Morning Break** |  | **Lunch** |  |
| In Playground | Notes | In Playground | Notes |
| Monika + Elena/Tim, always 2 adults outdoors | Adults decide when to take break throughout morning | Monika + Elena/Tim, always 2 adults outdoors | Adults to rota lunch breaks so that outdoors and indoors there are always 2 adults with the group |

 **Wet Play –** TA allocated to the bubble supervises the group in their classroomLunchtime supervisors – Toilet monitors: continue to monitor, Pauline, Maria, Coach: monitor the corridors and lunch hall | From 8/6/20 | Eoin & John H to plan seating in dining hall for groupsCharlotte to organise play equipment buckets from existing sports materials | n/a |
| 1. (PM) In the dining hall, cutlery to be set out for children in advance at their allocated tables. Children to be sent one group at a time to collect food.
 | From 8/6/20 | John H and all staff | n/a |
| 1. (PM) Staff should limit the number of adults in the staffroom at one time to 15, in order to be able to keep to a distance of 2m; if there is no place for staff to eat lunch in the staffroom, they should come back later or eat in the classroom where they have been teaching.
 | From 8/6/20 | All staff | n/a |
| 1. (PM) Reallocate break and lunchtime duties according to staff available and keeping same staff with children within allocated zones; named staff member on duty to limit the number of children in a toilet at any time to no more than 3 by positioning themselves at the door.
 | In place ready to go from 8/6/20 | Charlotte and Angela | Toilet passes |
| 1. Where SLT members are required to enter “bubbles” in order to show their presence in the school, provide support and help with issues, the following protective measures will be used to minimise risk for all:
* remain 2m apart from those in the bubble as far as this is practicably possible;
* wash hands after (and if possible before) close contact with a member of a bubble;
* refrain from touching surfaces and objects.
 | From 8/6/20 | SLT | n/a |
| 1. Ensure that this plan is sent to all staff with additional highlighting of the following:
* which year groups will return on 8/6/20
* which staff will return on 8/6/20, and the roles which they will be undertaking
* the protective measures that we will put into place at school
* that in line with government guidelines, face masks should not be worn in school as they can inadvertently increase the risk of transmission (except when using PPE to deal with a child with suspected symptoms)
* that staff should stay at home for the expected isolation times if they have symptoms or are self-isolating due to symptoms in their household
* that staff should notify the school as normal if they are unable to attend
* that staff should walk, cycle or drive to school where possible, and avoid public transport at peak times
* that the school behaviour policy will continue as usual, with certificates being given out in class on Fridays
 | By 21/5/20 | Paul | n/a |
| 1. Ensure that clear information is sent to parents/carers using EYFS guidance letter template (including the link to guidance <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>) outlining:
* which year groups will return on 8/6/20
* that additional children can only start on Mondays
* that vulnerable and key worker children should continue to attend as they have been doing
* that remote learning will continue to be sent out for all children via the website as previously with an expectation that children continue to access this if they are not at school
* that any children attending school should be kept at home for the expected isolation times if they have symptoms or are self-isolating due to symptoms in their household (include guidance <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>)
* that parents should call 111 to access testing if their children shows symptoms
* that children who are clinically extremely vulnerable should stay at home and continue to shield
* that children who live with someone who is clinically extremely vulnerable should stay at home unless they can follow the social distancing measures that we are putting into place (i.e. parents/carers may want to keep younger children at home in this circumstance)
* that parents/carers of children who are clinically vulnerable (but not clinically extremely vulnerable) should seek the medical advice in order to decide whether or not they should come into school
* that children who live with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, should attend school
* the protective measures that we will put into place at school, including changes to drop off and pick up routines; only one parent should attend the site, parents should not congregate/socially distance (2m) and it will not be possible to talk to staff at these times (this will have to be done by phone or safely in school outside of learning times)
* that in line with government guidelines, face masks must not be worn in school as they can inadvertently increase the risk of transmission, particularly for young children
* that we will not be able to run before or after school clubs as this would cause children from different groups to mix, which would undermine our protective measures
* what will happen in terms of sorting children into groups on their first day (outside for safety, parents/carers leave first, etc.)
* how we will respond in the case of young children who will be unable to settle
* expectations regarding parent/carer communication with – and visits to – the school, i.e. that they cannot gather in playgrounds, at entrance gates or doors, or enter the site during the school day unless they have a pre-arranged appointment, which should be conducted safely; parents should keep communication with the school to a minimum due to reduced admin staff, and email rather than phone whenever possible
* that we expect children to wear uniform, but will have a more relaxed approach to this given that some children may have outgrown or lost particular items whilst away from school
* lunchtime arrangements
* that children should bring in their own water bottles as playground water fountains will be turned off
* Y6 no chaning for PE - wear trainers and comfortable school uniform
* children in Y6 can wear trainers to school and do PE in their uniforms without changing as we don’t have the facilities for them to change separately
* that parents/carers should notify the school as normal if their child is unable to attend so that staff can explore the reason with them and address barriers together
* that the school will be closed to children on Fridays from 12:30pm in order to enable staff to have planning, preparation and assessment entitlement
* that children and their parents/carers should walk or cycle to school where possible, and avoid public transport at peak times
 | By 22/5/20 | Paul | n/a |
| 1. Hold full day socially distanced staff INSET on 5/6/20 to go through main points of this actions plan; staff can spend most of the day in year group teams getting ready for children’s return (including stationery, etc.) and come to the hall in
 | 8/6/20 | All staff coming into school | n/a |
| 1. (PM) Take any child having Coronavirus symptoms to the room above the medical room labelled Suspected Coronavirus Isolation Room (with the window safely open for ventilation), the member of staff dealing with them must use emergency PPE (goggles, face masks, gloves and aprons), which can be found in a labelled box in each classroom and the medical room; the child should stay in that room with the supervising adult standing in the doorway until a parent/carer arrives to collect him/her (using the bathroom next door if necessary) and premises staff should be notified straight away to re-clean affected rooms/surfaces (guidance for cleaning found at https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings and on how to put on and take off PPE is found at <https://www.youtube.com/watch?reload=9&v=-GncQ_ed-9w&feature=youtu.be>). If a class needs to move due to a suspected infected child having been in there, they can use the playground (if available) or a hall whilst the classroom is quickly cleaned. Any used PPE should be placed in a double sealed bag and put in a secure and suitable place marked for storage for at least 72 hours before putting it in with normal waste; Sam/John will assist with this. The PPE can also be disposed of once the suspected case, with which the PPE has been used, has been confirmed negative. There is no need to use infectious waste bags.
 | Ongoing | All staff | PPE |
| 1. (PM) Any member of staff experiencing Coronavirus symptoms must leave and remain off site during the isolation period, avoiding public transport where possible.
 | Ongoing | All staff | n/a |
| 1. (PM) Contact Public Health England Coronavirus Response Cell on LCRC@phe.gov.uk or phe.lcrc@nhs.net or telephone 0300 303 0450 if there are any new or suspected cases of COVID-19 within the setting from children or staff – or wider concerns such as parents/carers of children attending the setting testing positive. Copy in or contact Eveleen Riordan (Eveleen.Riordan@Haringey.gov.uk), Will Maimaris (Will.Maimaris@haringey.gov.uk) and Haringey Public Health (Public.Health@Haringey.gov.uk) to make them aware as well.
 | Ongoing | SLT | n/a |
| 1. (PM) Any child or staff member displaying symptoms of coronavirus and are encouraged to get tested in this scenario; where the child or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation but where he/she tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days (the other household members of that wider class or group do not need to self-isolate unless the child or staff member they live with in that group subsequently develops symptoms). Parents/carers of pupils call 111 to arrange a test; staff visit <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested#arrange-a-test-if-youre-an-essential-worker>
 | From 8/6/20 | SLT with regards to children and all staff | n/a |
| 1. (PM) Source and install a significant number of simple child and EAL friendly 2m social distancing reminders around school (indoor and outdoor).
 | By 8/6/20 | Eoin | Cost of signage |
| 1. Ensure that the school website is updated with information about provision and protective measures in place.
 | By 5/6/20 | Paul | n/a |
| 1. Close school during half term to enable changes to classrooms, signage, etc. to be made.
 | 22/5/20 | Paul | n/a |
| 1. If any Vale children return to the site (possibly 3/4 later in half term) the following has been agreed:
* Vale and Lancs children will be kept separate;
* they will arrive at 9:30am and leave at 3:00pm to avoid cross-over;
* they will use a cordoned off sections of the KS2 playground, accessed via the back gate;
* they will eat in their own area, with food brought from dining hall.
 | TBC | Paul, Sarah, Sam | n/a |
| **Priority 2:** Re-establish and build upon the strong, positive organisational culture within the school. |
| **Action** | **When** | **Lead(s)** | **Resources** |
| 1. Restart socially distanced Friday morning briefings in the KS2 hall, including sharing values cards
 | From 12/6/20 | Paul | n/a |
| 1. Organise two teaching and teaching support staff zoom meetings during summer 2 with an agenda to check-in on what’s going well and provide opportunities to collaboration and support.
 | By end summer 2 | Paul | n/a |
| 1. Bring together a working party to organise an end of term socially distanced playground BBQ for all staff with some fun activities included.
 | On 17/7/20 | Angela | BBQ/drinks costs |
| 1. Ensure that the September INSET includes: an acknowledgement of what we have all been through as a community; a chance to share experiences of work during lockdown, acknowledging the challenges of all and that none are better or worse than others, they’re just different; a celebration of what we have achieved; a chance to share changes that we want to take forward permanently.
 | Sept INSET Days | Paul | n/a |
| 1. Provide re-induction/training for returning staff on all the changes in place to ensure that they are kept safe and ‘in the loop’
 | From 1/9/20 | Eoin | TBC |
| 1. Reinstate Golden Weeks, starting in summer 2.
 | From summer 2 | Paul | £500 per golden week |
| **Priority 3:** Put into place processes to identify staff who have been particularly impacted by the Coronavirus (e.g. bereavement, mental health, DV) and create bespoke support packages, drawing upon external support and expertise. |
| **Action** | **When** | **Lead(s)** | **Resources** |
| 1. Refocus SLT meeting weekly staff check-ins to ensure that the well-being and support needs of all staff are considered and addressed.
 | From 8/6/20 | Paul | n/a |
| 1. Use part of PM intro session to talk about staff self-identifying to line manager if they need additional support
 | September INSET days | Paul | n/a |
| 1. Source and organise bereavement support sessions for affected staff.
 | By the end of autumn 1 | Kamelia/Julia | TBC |
| 1. Continue to disseminate support materials that are received through HEP briefings
 | Ongoing | Paul | HEP Resources |
| **Priority 4:** Ensure rigorous hygiene and cleaning standards are maintained at the school in order to minimise the risk of infection. |
| **Action** | **When** | **Lead(s)** | **Resources** |
| 1. (PM) Ensure guidance at <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings> is followed at all times, with cleaning staff organised to ensure that cleaning is thoroughly carried out between working days.
 | Ongoing | Sam | Cleaning materials |
| 1. (PM) Clean all desks, keyboards and mice once per day, including in the ICT suite (only the small group of vulnerable/key worker children will be accessing the ICT suite so there is no need for cleaning between groups).
 | From 8/6/20 | Sam | Cleaning materials |
| 1. (PM) Clean each class’ set of playground equipment at the end of each day and wipe down pile of reading books on teachers’ desks every Friday afternoon.
 | From 8/6/20 | Sam | Cleaning materials |
| 1. (PM) Switch off all hand dryers and provide sufficient paper towels.
 | From 8/6/20 | Sam | Paper Towels |
| 1. (PM) Remove all fans from rooms and turn off air conditioning units.
 | From 8/6/20 | Sam | n/a |
| 1. (PM) Place alcohol-based sanitising wipes next to photocopiers for staff to use before touching equipment.
 | From 8/6/20 | Sam | Alcohol based sanitising wipes |
| 1. (PM) Improve signage at entrances to more permanent key guidance regarding people entering the site, symptoms, use of hand sanitiser, etc.
 | From 8/6/20 | Eoin | Signage |
| 1. (PM) Turn off water fountains
 | From 8/6/20 | Sam | n/a |
| 1. (PM) Check all child and adult handwashing facilities in toilets to ensure that they are working, well stocked and clean:
* before school
* before break
* before lunch
* after lunch
 | Ongoing | Sam | Handsoap, paper towels |
| 1. (PM) Ensure all classrooms and offices have a consistent supply of alcohol-based hand sanitiser and tissues.
 | Ongoing | Sam | Non-alocholic hand sanitiser and tissues |
| 1. (PM) Provide each class with a First Aid box including incident record books and sets of PPE (goggles, face masks, gloves and aprons) to be used by a staff member dealing with suspected symptoms.
 | From 8/6/20 | Eoin | First aid resources and incident record books |
| 1. (PM) Clean surfaces that children and young people are touching, such desks, chairs, doors, sinks, toilets, light switches, bannisters at lunch time and at the end of the day, as well as emptying bins for tissues.
 | Ongoing | Sam | Cleaning materials |
| 1. (PM) Weather permitting, keep windows open as much as possible and, where safe to do so (bearing in mind fire safety and safeguarding), prop open all doors without ‘Fire Door, Keep Shut’ signs to limit use of door handles and to aid ventilation (Sam to buy additional door wedges).
 | From 8/6/20 | All staff | n/a |
| 1. (PM) Ensure that all adults and children:
* frequently wash their hands with soap and water for 20 seconds and dry thoroughly; for children (with additional help for young children - consider how to encourage young children to learn and practise these habits through games, songs and repetition) this should be done
* on arrival at school (groups go in one at a time from the playground to do this in their assigned toilets, 3 children at a time)
* before break time (as above, breaks are staggered)
* before lunch (as above, lunches are staggered)
* before going home (as above, after last staggered outdoor time)
* after sneezing or coughing into their hand, elbow or a tissue
* are encouraged not to touch their mouth, eyes and nose
* use a tissue or elbow to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’)
 | Ongoing | All staff | n/a |
| 1. (PM) Only reading books should be shared between school and home and when returned these should be put aside and added to the pile of books on teachers’ desks each Friday for wiping down.
 | From 8/6/20 | All teachers/TAs/NNs | n/a |
| 1. (PM) Children in Y1 and Y6 should not share stationery, and keep their allocated supplies in their desks/drawers; for younger year groups sharing of stationery is unavoidable, but should be limited as much as possible.
 | From 8/6/20 | Eoin and all teachers/TAs/NNs | Sufficient stationery in each class |
| 1. (PM) Ensure that staff and materials are in place for deep cleaning to happen on Friday afternoons.
 | From 5/6/20 | Sam | n/a |
| 1. (PM) Only essential visitors allowed onto site (e.g. parents/carers with urgent appointments which cannot be carried out remotely, social workers, police, etc.); parents/carers to be informed about this.
 | From 8/6/20 | Admin Team | n/a |
| **Priority 5:** Monitor staff workload and well-being, taking action as required to ensure that these are maintained at a healthy level. |
| **Action** | **When** | **Lead(s)** | **Resources** |
| 1. Close school during summer half term if due to open on 8/6/20, to ensure that all staff are able to get a break. Inform parents as early as possible, and offer alternative hub placements.
 | 22/5/20 | Paul | n/a |
| 1. Send additional guidance to home-workers around establishing healthy home-working routines and ensure that they are clear about realistic expectations.
 | WB 15/6/20 | Paul | Guidance re home-working |
| 1. Organise Mind in Haringey Mental Health First Aid for identified members of staff; all staff currently still working at home to do a remote half day Mental Health First Aid training as well as any vulnerable staff identified in school.
 | During summer 2 | Kamelia/Julia | Cover for any in-school staff attending |
| 1. Book all home working and any other relevant teachers onto HEP’s Teacher Online Wellbeing Workshop.
 | 18/6/20, 4-5pm | Julia | n/a |
| 1. Set up a new Staff Wellness Working Party to monitor and develop the ongoing work of the school in relation to working during Coronavirus - remembering that both employer and employee have a duty for well-being, it is a shared responsibility.
 | From 1/9/20 | Paul | n/a |
| 1. For staff returning to work in September, consider the option of a phased return, gradually building up to normal hours across two weeks if necessary.
 | From September | Paul | n/a |
| **Priority 6:** Quickly re-instate systems which support and guide senior and middle leaders in their roles. |
| **Action** | **When** | **Lead(s)** | **Resources** |
| 1. Re-establish weekly SLT face-to-face meetings, socially distanced in extra Y6 classroom – returning to adapted original agenda format
 | From 11/6/20 | Paul | n/a |
| 1. Re-establish middle leader face-to-face meetings, socially distanced in extra Y6 classroom, to go through completion of work plans and planning for next year.
 | By end summer 2 | Charlotte | n/a |
| 1. DHT work closely with core subject leaders to streamline the curriculum for September
 | By end summer 2 | Charlotte | n/a |
| 1. Relaunch LLDI to support middle leaders
 | From September | Paul/ Charlotte  | n/a |
| 1. Explore application of coaching school model in September INSETs
 | September INSETs | Paul | n/a |
| **Priority 7:** Make good use of available financial processes and support to minimise the impact of the lockdown/recovery period on the school budget. |
| **Action** | **When** | **Lead(s)** | **Resources** |
| 1. PM and ER to attend local authority LA training on COVID-19 reimbursements and deficit budgets
 | 26th June | Paul/Eoin | n/a |
| 1. Ensure all invoices applicable to COVID 19 e.g. PPE are copied and put into a COVID reclaim folder
 | March  | Eoin | n/a |
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**Staff Allocation**

The following provisional staff allocation planning takes into account the points below and will be implemented if the school opens on Tuesday 2nd June (following a staff INSET on Monday 1st June):

* Based on indications from parents/carers in the surveys sent out to them WB 11/5/20 and the number of staff that we know would be available, and applying a generous amount of additional capacity for pupil numbers, during the summer term there will be capacity for a maximum of –
* 4 groups of 15 children in Y6
* 3 groups of 15 children in Y1
* 3 groups of 15 children in YR
* 1 group of 15 children in YN (there is only 1 suitable for these children in any case)
* Actual numbers are likely to be much lower than full capacity, and if so we will maintain even numbers across groups in each year and be able to reduce the number of children in each group, thereby improving protective measures.
* Each group of 15 children has at least 1 teacher and 1 TA or NN. SEND children who attend will be allocated to groups according to the support staff expertise/those with whom the children are most familiar. There will be a half hour period before lunchtime when the TAs/NNs are absent from class, so that they can take their lunch break before supervising the children’s lunches.
* Vulnerable and key worker children currently attending school will return to their usual year groups, and one Y2 EHCP child will work in a Y1 group with familiar TA support, as this will better suit his individual needs. The remaining 14 vulnerable and key worker children will continue is a separate group.
* If these groups fill later in the term, then once we are full we are full. Government guidance clearly states that groups of children should not be set up on a rota system (e.g. one week in, one week off to allow more to come in). In the highly unlikely event that parents/carers request additional places once their year group is full, we will work with the local authority to see if they can be temporarily placed in an alternative school or they can continue to work at home.
* In the first instance, in addition to all staff who are clinically extremely vulnerable and/or have childcare issues continuing to work from home, staff who have expressed a preference to continue to work at home either because they are clinically vulnerable or they live with someone who is extremely clinically vulnerable, will continue to work at home.
* In the event of staff absences, staff who have expressed a preference to continue to work at home either because they are clinically vulnerable or they live with someone who is extremely clinically vulnerable may be called upon to come into work; however, a risk assessment would be carried out for each member of staff and those deemed least at risk would be called upon in the first instance. Teaching SLT staff may also be able to be called upon to provide cover if necessary. Please remember that if a staff member is ill and tests positive for Coronavirus, then the entire group of 15 children and staff would need to isolate for 14 days, in which case cover would not be needed.
* Staff who are clinically vulnerable but have chosen to come into school have been placed in Y6, where protective measure are more easily adhered to.
* Teachers who are not coming into school will take responsibility for planning home learning for Y2, 3, 4, 5 and the SEND home learners; if some of them are later called in to cover staff absence then those remaining at home will share the additional home learning work.
* Further guidance will be sent to teachers from Charlotte, Julia and Angela to support with planning, both for children in school and those at home. Teachers should also liaise with each other when planning for a year group with which they are not very familiar. There will also be time on the INSET day on 8/6/20 to plan and prep in year group teams, and every Friday when the children leave at 12:30pm; teams should meet to broadly plan before leaving the school to work at home if they wish.

Teaching and Learning:

|  |  |
| --- | --- |
| **Nursery** | **Reception** |
| Group | Teacher | TA | Group | Teacher | TA |
| 1 | Jannine | Yve | 1 | Leisel | Julia |
|  |  |  | 2 | Ciara | Rose S |
|  |  |  | 3 | Holly | Marcia/Daniella (3 days) |
| **Year 1** | **Year 6** |
| Group | Teacher | TA | Group | Teacher | TA |
| 1 | Pippa | Marsha | 1 | Rob (possibly a.m. only, TBC) | Margaret |
| 2 | Rose H | Mel | 2 | Victoria | Tulin |
| 3 | Ellie | Sampson | 3 | Jane | Carol |
|  |  |  | 4 | Fatma | Tina |

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| **Vulnerable and Key Worker Group (14 children)** |
| Teachers | TA |
| Tim | Monika if available, TBC (childcare) |
| Elena |

|  |  |  |  |
| --- | --- | --- | --- |
| **Extremely Clinically Vulnerable and Childcare Issues Teaching Staff Working from Home** | **Home Learning Duties** | **Clinically Vulnerable Teaching Staff/Staff Living with Extremely Vulnerable People Working from Home** | **Duties** |
| Julia (in school on Thursdays) | SLT duties | Valentina | Y5 Home Learning (as a priority before wider ICT related work) |
| Andrea | KS2 SEND Home Learning | Rachel | EYFS/KS1 SEND Home Learning |
| Deirdre | Y2 Home Learning | Amba | Y3 Home Learning |
|  |  | Kathleen | Y4 Home Learning |
|  |  | Veronica | TBC by Angela |

SLT and Support Staff:

|  |  |  |
| --- | --- | --- |
| **SLT** | **Admin and Pastoral** | **Lunch Supervisors** |
| Staff Member | Additional Notes | Staff Member | Additional Notes | Staff Member | Additional Notes |
| Paul | Providing additional office cover 2 days per week on a rota | Anna | 3 days per week | Pauline | KS1 Playground Float |
| Charlotte | Christine | Working from home | Yasoda | KS1 Door/Toilet Monitor |
| Angela | Shenikia | Working from home | Daxa | KS2 Door/Toilet Monitor |
| Julia | Thurs only | Gemma | Working from home | Maria | KS2 Playground Float |
| Kamelia | Mon, Thurs, Fri only |  |  | Sarka | Based in EYFS |
| Eoin | In, according to childcare |  |  | Latifa | Based in EYFS |
|  |  |  |  | Eliana | Working from home |
|  |  |  |  | Rassida | Working from home |
| **Premises** | **Catering** |
| Staff Member | Additional Notes | Staff Member | Additional Notes |
| Sam | Child must have place in LPS nursery | John H | As our only Chef Manager, own children can attend our key worker provision if necessary |
| John B |  | Regina |  |
| Yasoda |  | Sherefa |  |
| John K |  | Yasmin | Apart from days with childcare issues |
| Sharon |  | Beatrice |  |
| Kojo |  |  |  |
| Beatrice |  |  |  |