

## LANGTOFT PRIMARY SCHOOL

### Revised Risk Assessment/January 2021

Langtoft Primary School (hereafter 'our school') has assessed its risks and has put in place a system of controls. The controls work for our school and allow us to deliver a broad and balanced curriculum within an environment that minimises risk for the school community.

This Risk Assessment responds to guidance provided for school leaders by the Department for Education. The guidance has been prepared with input from school leaders, unions and sector bodies and in consultation with PHE and the Health and Safety Executive (HSE).

Education settings will remain open in local restriction tiers 1,2, 3 and 4, see more in the [Local restriction tiers: what you need to know](#) guidance.

Department for Education (DfE) Guidance 23 December 2020	
<p><b>Section 1</b> <b>Public health advice to minimise coronavirus (COVID-19) risks</b></p>	<p>Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and plans that address the risks identified using the <a href="#">system of controls</a>. These are an adapted form of the system of protective measures that will be familiar from the summer term.</p>
Specific guidance from DfE (in black) and Langtoft Primary School's actions (in blue)	
<p><b>1.1 Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</b></p> <ul style="list-style-type: none"> <li>• Pupils, staff and other adults do not come into school if they have <a href="#">coronavirus (COVID-19) symptoms</a> or have tested positive in at least the last 10 days.</li> <li>• Pupils, staff and other adults do not come into school if they live with someone who has <a href="#">coronavirus (COVID-19) symptoms</a> or who is awaiting a test result or who has tested positive in at least the last 10 days.</li> <li>• If anyone in school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>, which sets out that they should self-isolate for at least 10 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 10 days from the day after the individual tested positive.</li> </ul>	

- When a child at school displays symptoms, they will be isolated in the Main Entrance until they are collected. (Adults will be sent home immediately.) The child will sit on a designated chair and be isolated behind a closed door. Adult supervision will be provided through the windows in the surrounding doors. The door to the Main Entrance will be open for ventilation. If more than one child needs to be isolated, they will be kept two metres apart within the Main Entrance, sitting on designated chairs.
- If the child needs to go to the bathroom while waiting to be collected, they will be escorted to the 'not in use' Y4 toilet cubicle via the outside of the building. The bathroom i.e the surrounding cubicles must be cleaned and disinfected using standard cleaning products before being used by anyone else.
- PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained. More information on PPE use can be found in the [safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\) guidance](#).
- Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.
- Everyone must wash their hands thoroughly for at least 20 seconds with soap and running water after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](#).

#### **Additional guidance**

Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

#### **1.2 Where recommended, use of face coverings in schools**

- Primary school children will not need to wear a face covering.
- Visitors, including parents, are asked to wear a face covering when entering the building.
- Staff are invited and encouraged to wear a visor when working in close proximity with a child, for example, when listening to a child read, when editing the child's writing.

#### **Additional guidance**

Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings could have a negative impact on teaching and their use in the classroom should be avoided

#### **1.3 Cleaning hands thoroughly more often than usual**

- Our school will ensure that pupils clean their hands regularly with soap and running water or hand sanitiser. Hand sanitiser should have a 60% plus alcohol content. Pupils in the Early Years Foundation Stage (EYFS) and in Key Stage 1 (KS1) should be supervised unless the class teacher is confident that the child can wash their hands effectively.
- Parents should check at home that their child knows how to wash their hands effectively. Pupils should be sent to school with their own named bottle of sanitiser. Hand sanitiser should have a 60% plus alcohol content.

- Handwashing routines must be part of our school culture. This must be supported by behaviour expectations and helping younger children and those with complex needs understand the need to follow them. It is part of the Class Charter.
- Class teachers should remind children how to wash their hands effectively once a day in EYFS and KS1 and at least once a week in Key Stage 2.
- Staff and pupils will wash their hands using soap and water:
  - on arrival to school. Staff will do this in the sink in their classroom or in the sink next to the headteacher's office if they are not based in a classroom. Pupils will wash hands on arrival at a washing station in the playground or in the sink in their classroom.
  - before eating lunch
  - on their return to the classroom after lunchtime play.
  - before handling shared equipment (e.g. P.E., musical instruments)

Staff and pupils will use hand sanitiser with at least 60% alcohol content;

- before going out to play and to exercise (e.g. the Daily Mile)
  - on their return from mid-morning play and exercise
  - before going home whether that be at home time or during the school day (e.g. for an appointment off site)
  - after disposing a used tissue having blown their nose
- Children and staff whose skin is sensitive may bring to school their one named bottle of handwash.

#### **Additional guidance**

Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser.

#### **1.4 Ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach.**

- Our school will ensure, as with hand washing, that pupils maintain good respiratory hygiene and that this is how our school operates. It is part of the Class Charter.
- Each child to bring own box of tissues (named) to school to keep on desk. Box remains in school.
- Used tissue placed in white bin with swing lid. Bin emptied and liner replaced at 1530 and waste placed in dustbin.
- Hands to be sanitised or washed after using a tissue to blow nose.

#### **1.5 Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents**

- Continue with cleaning routines established in autumn terms: desk tops and work tops cleaned at end of each activity by classroom staff. Learning spaces to have own supply of cleaning materials. Clothes will be replaced once a week. Caretaker to check levels of cleaning fluids daily.
- Toilet cubicle door handles and surrounding area, flush handle, and taps cleaned at 1300 by Midday Meal Supervisors and from 1530 by cleaning staff.
- Doors in to rooms to be propped open to minimise need for handle to be used where safeguarding and fire control procedures are not compromised.
- 'Deep clean' rota introduced in September to remain.

#### **Additional guidance**

Public Health England has published revised [guidance for cleaning non-healthcare settings](#) to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.

## **1.6. Minimise contact between individuals and maintain social distancing wherever possible**

### **Grouping children and staff:**

- Each year group of pupils and teaching staff will be in a 'bubble' of its own and will not mix with other bubbles.
- At playtimes and when the curriculum can be taken outside pupils are to be encouraged to '*Be smart. 2 metres apart*'.
- At mid morning play, each bubble will be supervised by a member of staff from the same bubble.
- Each bubble is assigned a Midday Meal Supervisor at lunchtime to supervise up to two bubbles. If playgrounds are to be used instead because field is unusable, staggered lunch sittings mean that no more than two bubbles are on the same playground at once.
- Visiting teachers (P.E. coaches, music teachers) can operate in different bubbles to facilitate the delivery of the school timetable. Music teachers may teach up to two pupils from different bubbles in one session and must remain 2 metres apart.
- Staff not deployed to a particular bubble, such as Headteacher and administrative staff, may enter a bubble with good reason and should maintain a 2 metres distance, where possible. They should avoid being in the bubble for more than 15 minutes.
- Classroom-based staff must avoid entering a classroom space different to their own, even after the end of a school day.

### **Measures within the classroom:**

- The layout of our school does not allow for social distancing between pupils within classrooms. When possible, and with no negative impact on learning outcomes, lessons will take place outside. Social distancing can then be maintained.
- When in classrooms, teachers and adults should maintain a 2 metres distance from pupils and other adults, where practical.
- Avoid close face to face contact and minimise time spent within 1 metre of anyone.
- Children should not touch each other or adults. This includes at playtimes and during P.E. lessons.
- Pupils to be seated in rows, facing forwards, from Y2 upwards. A seating plan must be recorded electronically. Pupils should only move place once a week and the seating plan updated accordingly.

### **Use of shared resources:**

- Pupils from Y1 upwards have own pencil case containing essential stationary to avoid sharing of equipment. Staff should create similar for themselves.
- Resources shared within bubble and between bubbles (such as P.E., art and science equipment) should be cleaned meticulously between uses.
- Where there is enough equipment to rotate, it should be left unused and out of reach for a period of 48 hours (72 hours for plastic) between use by different bubbles. It will be stored in labelled trays to inform when it is safe to use. Only adults should clean and store such equipment.

### **Measures elsewhere:**

- There will be no physical assemblies with more than one group.
- There will be no after-school clubs (private or staff-run) in Term 3. This will be reviewed for Term 4.
- Movement around the site will be kept to a minimum. Each bubble will use its fire exit route to gain entry to its classroom. Each bubble will have its own designated bathroom. In Y5/6 there will be a cubicle designated to each gender: one bathroom for boys, one for girls (for disposing of sanitary waste).
- Staff room will be in use to allow staff to have a reasonable break during the day. A window and the door should be open at all times for ventilation and for minimal touching of handles. Staff should be socially distance and should avoid being in the room for longer than 30 minutes.
- Outdoor play equipment will be cleaned on Tuesdays and Thursdays by the caretaker. Pupils will have washed/sanitised their hands before using it i.e. before and after going out to play. See point 1.3 in this section. PlayZone staff clean the outdoor equipment that they use beforehand.
- Pupils should only to bring to school each day a coat (with hat and gloves as necessary), their book bag and their lunch box and drink bottle. One small bag for trainers/shoes is allowed. Pupils will come to school wearing their P.E. kit on days when they have P.E.
- The hall will be used at lunchtimes by EYFS (1155), Y1 (1205), Y2 (1230) and Y3 and Y4 (1230). The space will also be used to host music lessons for visiting teachers.

### Measures for arriving at and leaving school

- Gathering at school gates by parents is not allowed. To avoid this, parents must arrive at the time specified below.
- Parents of pupils in EYFS, Y1 and Y2 only will be allowed on site. One parent per family. Parents must not enter the school building.
- Parents bringing and collecting children from different year groups must leave the site in between drop-offs and collections and re-enter it again at the correct time. This is to prevent a build up of people on the school site.
- At the end of the school day, children in KS2 who do not have permission to walk home alone should be collected by an adult who waits for them on Manor Close or in the car park located next to the pavilion field. Parents should agree a meeting point with their child. This is because parents/carers of children in KS2 are not allowed on the school site. Parents should remind their child every morning of the collection arrangements for that day. Parents have a responsibility to inform the school of changes to the usual collection arrangements for their child.
- Children who attend PlayZone in FS and KS1 will be 'delivered' at the end of the school day by a member of staff. Children in KS2 will be dismissed by their class teacher/s and expected to walk across to PlayZone by themselves. Staff responsible for a class should wait around for a few minutes after dismissing their pupils in case any child is confused with the arrangements for their collection.
- There will be staggered start and end times for each class. This was a successful aspect of the autumn term's measures. From January 2021 (as was established in November 2020), the school day will be as follows:

Year group bubble	Arrive at school gate:	Gate number:	End time:	Lunchtime (when field not in use)
EYFS	at 09:05	#1	15:00	Eat lunch in hall at 11:55 to 12:25 then play until 12:50 with Mrs Aranyi on front playground
Y1	at 09:00	#1	15:05	Eat lunch in hall at 12:05 to 12:25 then play until 12:50 with Mrs Wesselby on front playground, washing hands before returning to classroom for 12:55
Y2	at 08:55	#1	15:10	Play with Mrs Wesselby on front playground until 12:25 and then eat lunch in hall at 12:30 until 12:55, washing hands on return to classroom for 13:00
<b>Key Stage 2:</b>				
Y3	at 08:50	#3	15:10	Play from 12:00 to 12:25 with Mrs Puopolo on side playground, wash hands and eat lunch until 12:55, washing hands on return to classroom for 13:00
Y4				
Y5	at 08:45	#3	15:15	Eat from 12:00 to 12:25 on side playground with Mrs Adams (Mrs Nickson and Miss Henderson), wash hands, and then play from 12:30 to 12:55, washing hands before returning to classroom for 13:00
Y6				
				Y2 to Y6 to eat lunch outside in their zone if dry/warm enough or in classroom if wet/too cold.

- On entering the school site, children will either wash their hands in the handwashing stations on the playground and then enter the building or enter the building immediately and wash hands once inside. There will not be a before-school playtime.
- Visitors arriving in face coverings will be asked to dispose of them safely in a covered bin or place reusable coverings in a plastic bag they can take home. In both cases, they will wash their hands in the bathroom next to the headteacher's room before continuing their visit.
- A record will be kept of all visitors by Mrs Greenham and Mrs McGill.
- Only children in Key Stage 2 may store a scooter or bike on the school site during the school day.

### **1.7 Where necessary, wear appropriate personal protection equipment (PPE)**

PPE is only needed:

- where an individual child becomes ill with coronavirus (COVID-19) symptoms while at school, and only then if a distance of 2 metres cannot be maintained
- where a child already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used.
- Staff continue to follow school's *Intimate Care Policy*

### **1.8 Keeping occupied spaces well ventilated**

- windows in classrooms, the offices and the staffroom should be open at all times to allow natural ventilation
- internal doors will remain open during the school day
- high-level windows in the hall will be open
- external fire doors should remain closed but can be opened fully before and after school and during breaks to purge the air in the space. They can be open fully when the room is not in use e.g. P.E. lessons

### **1.9 Engage with the NHS Test and Trace process**

- Our school understands the NHS Test and Trace process and how to contact our local [Public Health England health protection team](#).
- Staff members and parents/carers must understand that they will need to be ready and willing to:
  - [book a test](#) if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
  - provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
  - [self-isolate](#) if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)
- Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS [testing and tracing for coronavirus website](#), or ordered by telephone via NHS 119 for those without access to the internet. The school has a small number of testing kits that it may issue to families who will find it difficult to access a test by other means.

### **Additional guidance**

Schools should ask parents and staff to inform them immediately of the results of a test and follow this guidance.

1. If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact.
2. If someone with symptoms tests positive, they should follow the [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#) and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days from the day after the individual tested positive.

### **1.10 Manage confirmed cases of coronavirus (COVID-19) amongst the school community**

- Our school will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19) by contacting the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.
- The advice service will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. If, following triage, further expert advice is required the adviser will escalate the school's call to the PHE local health protection team.
- The advice service (or PHE local health protection team if escalated) will work with our school to guide us through the actions we need to take. Based on their advice, our school must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days from the day after contact with the individual tested positive. Close contact means:
  - direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
  - proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
  - travelling in a small vehicle, like a car, with an infected person
  - A template letter will be provided to our school to send to parents and staff if needed. Our school must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

### **Additional guidance**

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10-days from the day after contact with the individual tested positive should follow [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#). They should get a test, and:

- if someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)

### 1.11 Contain any outbreak by following local health protection team advice

- If our school has two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak, and must continue to work with the local health protection team who will be able to advise if additional action is required.

Department for Education (DfE) Guidance 30 December 2020	
Section 2 School Operations	<p>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</p> <p>All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about attending school. DfE is providing additional support for both pupil and staff wellbeing in the current situation. Information about the <a href="#">extra mental health support for pupils and teachers</a> and <a href="#">Wellbeing for Education return programme</a> is available.</p> <p>The <a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>
	Specific guidance from DfE (in black) and Langtoft Primary School's actions (in blue)
<b>2.1 Transport</b>	<ul style="list-style-type: none"><li>• Families using public transport should refer to the <a href="#">safer travel guidance for passengers</a>.</li><li>• The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for our school:<ul style="list-style-type: none"><li>○ Group children in same bubbles as in at school. If not possible, group in families with one family in front and one in back, distancing wherever possible</li><li>○ use hand sanitiser upon boarding and/or disembarking</li><li>○ organised queuing whilst waiting for taxi driver to arrive at school gate and boarding</li></ul></li></ul>
<b>2.2 Attendance</b>	<ul style="list-style-type: none"><li>• Usual rules on school attendance apply:<ul style="list-style-type: none"><li>○ parents' duty to secure that their child attends regularly at school where the child is a registered pupil at our school and they are of compulsory school age;</li><li>○ our school's' responsibility to record attendance and follow up absence</li><li>○ the availability to issue sanctions, including fixed penalty notices in line with local authority's codes of conduct</li></ul></li></ul>

- A small number of pupils will be unable to return to school because:
  - because they have had symptoms or a positive test result themselves; they live with someone that has symptoms or has tested positive and are a household contact; they are a close contact of someone who has coronavirus (COVID-19)
- Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, our school will immediately offer access to remote education.

### **Additional guidance**

Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance).

### **2.3 School Workforce**

- All staff should follow the measures set out in the system of controls in Section 1 of this risk assessment to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing. **NB Section 1.1 to 1.5 and 1.8 **MUST** be in place in our school, all the time. Section 1.6 must be properly considered and our school must put in place measures that suit our particular circumstances. Section 1.7 applies in specific circumstances.**
- School leaders explain to staff the measures our school has put in place to reduce risks. It is anticipated that adherence to the measures in risk assessment by all will provide the necessary reassurance for staff to attend school.

Staff who are **clinically extremely vulnerable** have been advised through a letter published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each local restriction tier.

- In local restriction tier 4 areas, individuals who are clinically extremely vulnerable are advised to work from home and where this is not possible, they should not go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past, most recently in November 2020.
- Staff should talk to school leaders about how they will be supported, including to work from home where possible.
- All other staff in local restriction tier 4 can continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.
- All staff can continue to attend school in local restriction tiers 1, 2 and 3.

Staff who are **clinically vulnerable** can continue to attend school. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.

- This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. Ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents.
- An individual risk assessment for staff that are in this group is carried out every six weeks or sooner if circumstances change.
- People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor
- If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or who believe they may be at possible increased risk from coronavirus, should discuss any concerns around their particular circumstances with school leaders.

**Staff who are pregnant** are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in our school.

## **Additional guidance**

### **Staff who may otherwise be at increased risk from coronavirus (COVID-19)**

Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the [COVID-19: review of disparities in risks and outcomes report](#), which looked at different factors including age and sex, where people live, deprivation, ethnicity, people's occupation and care home residence. These staff can attend school as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.

People who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.

### **2.4 Staff deployment**

- Our school will ensure that appropriate support is made available for pupils with SEND. This may mean that support staff are redeployed to meet the needs of pupils with an EHC Plan if a child's needs cannot be met by existing staff in the child's bubble.
- Where there is capacity, support staff should be used to support catch-up provision or targeted interventions as is common practice in our school
- Recruitment will continue as usual. Our school will continue to adhere to the legal requirements regarding pre-appointment checks.
- Supply staff, including sport coaches and music teachers will comply with the school's systems and process for mitigating risk. As far as is possible, their work hours and the bubbles they have contact with will be timetabled and regular.

### **2.5 Performance management and appraisal**

- Our school, as a maintained school, must continue to adhere to the School Teachers' Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management.
- Our school must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives.

### **2.6 Volunteers**

- Our school will not be inviting volunteers to work here for the foreseeable future.

### **2.7 Safeguarding**

- Our school will review our safeguarding policy and practice in line with guidance from the Lincolnshire Safeguarding Children Partnership and the Safeguarding in Schools team.

### **2.8 Catering**

- Our school will continue to provide a school dinner for all children entitled to a free school dinner. These will be provided by The Farm Kitchen.
- From Term 3/January 2021, pupils in Y3 and Y4 will be able to eat a school dinner in the hall.
- Dining tables will be cleaned between sittings in line with the school's existing cleaning processes. Dining tables for each bubble will be at least two metres away from other tables.

### **2.9 Estates**

- Our premises continue to be cleaned, maintained and serviced over the Christmas period.
- Ventilation will be maintained by opening doors and windows whilst the school is in session. See Section 1.8.

### 2.10 Educational visits

- Overnight residential educational visits will not take place for the foreseeable future.
- Non-residential day visits will be considered in the summer term. Pupils will remain in their bubbles and staff and parents would need to be assured that providers are working within COVID-secure measures.

### 2.11 School uniform

- School uniform should be worn by all pupils. This includes P.E. kit. There is no need for uniforms to be cleaned any more often than usual although 'clean on' uniform each day continues to be encouraged.
- Pupils should continue to bring a coat, hats and gloves, especially in the colder, winter months.
- Pupils may come to school in trainers on the days that they have P.E. They should bring in a small bag a pair of school shoes to change in to. Common sense encourages a school jumper or cardigan to be worn over the top, with a coat as necessary. Jogging bottoms may be worn for warmth. Loose-fitting navy blue P.E. shorts (rather than tight-fitting cycling shorts) should be worn underneath.
- On non-P.E. days, pupils should attend school in school shoes, bringing a spare pair of trainers in a small bag.

### 2.12 Extra-curricular provision

- Wrap-around care will be provided by PlayZone Kids Club Limited. Our school supports their opening to provide a service to working parents and will continue to support the Club by sharing its risk assessment i.e. this document.
- Parents using the services of PlayZone must adhere to their system and processes for mitigating risk.

Department for Education (DfE) Guidance 30 December 2020	
<p><b>Section 3</b> <b>Curriculum, behaviour and pastoral support</b></p>	<p>This section sets out some key principles and expectations for curriculum planning in school based nursery, mainstream and special schools, and alternative provision (AP), so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.</p> <p>The key principles that underpin our advice on curriculum planning are as follows.</p> <ol style="list-style-type: none"> <li>1. Education is not optional</li> <li>2. The curriculum remains broad and ambitious</li> </ol>
<p>Specific guidance from DfE (in black) and Langtoft Primary School's actions (in blue)</p>	

### **3.1 Pupils in Foundation Stage**

- Mrs Bytheway will prioritise progress in the prime areas of communication and language, personal, social and emotional development, and physical development, if she thinks this would support the children to catch up following time out due to coronavirus (COVID-19).
- Mrs Bytheway will assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. She will consider how all groups of children will be given equal opportunities for outdoor learning.

### **3.2 Pupils in Key Stages 1 and 2**

- Our school continues to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so children read widely, and develop their knowledge and vocabulary.
- The curriculum will remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and relationships and health education.

### **3.3 Music, dance and drama**

In order to provide a broad and balanced curriculum and to provide self-expression for pupils our school will:

- Play woodwind and brass instruments and/or sing in groups outdoors wherever possible. If indoors, only half of a class should participate unless the hall is being used. If the hall is being used, the time spent singing should be limited to 30 minutes, usual ventilation systems must be in operation, and at least one hour should pass before another class uses the same space. The following controls must also be in place;
  - Pupils should use seating where practical to help maintain social distancing.
  - Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.
  - Pupils should sing quietly.
  - Pupils must wash hands before and after handling equipment, especially if being used by more than one person.
  - If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment available at [hygiene: handwashing, sanitation facilities and toilets](#).

### **3.4 Physical activity in schools**

- Our school must only provide team sports on the list available at [return to recreational team sport framework](#), whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government .
- Pupils should be kept in bubbles, contact sports avoided, sports equipment thoroughly cleaned between each use by different bubbles.
- P.E. lessons can be held indoors, including those that involve activities related to team sports, for example practising specific techniques, within our school's existing system of controls.
- For sport provision, outdoor sports should be prioritised where possible, and the hall used where it is not, maximising natural ventilation flows (through opening upper windows and doors) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.
- External Sports Coaches employed by the school i.e. Mr Nolan and Mrs Oakley will be expected back to work if they are not showing any symptoms and feel well.

- If weather and shortage of equipment restricts P.E. lessons, then the Daily Mile should be used in its place.
- All families that live in the village of Langtoft will be encouraged to walk to and from school each day.

### 3.5 Catch-up support

- Our school will publish its Catch-up Support Strategy in Term 3.

### 3.6 Pupil wellbeing and support

- Our school recognises that children may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children. **It is important to contextualise these feelings as normal responses to an abnormal situation.** Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.
- Our school will continue to work with outside agencies such as school nurses to ensure delivery of the healthy child programme (which includes immunisation), Early Help Advisers, and Lincolnshire healthy Minds.
- Headteacher to receive training for Wellbeing for Education in Term 3.

### 3.7 Behaviour expectations

- Our school will remind pupils on their first day back at school at the start of a new term of the expectations of behaviour and the consequences for poor behaviour by reviewing each class' Class Charter.
- In particular, emphasis will be placed on social distancing, not turning around (when seated in rows), coughing responsibly, promoting good personal hygiene, physical contact within school. The agreeing of examples of 'What is expected of us' on the cream coloured 'peg' card will support this.
- Sanctions for deliberately breaking the rules will be communicated by the headteacher during the Monday Morning assembly via teams.
- Our school acknowledges that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support.

<p style="text-align: center;"><b>Section 4</b> <b>Assessment and</b> <b>Accountability</b></p>	<p><b>Department for Education (DfE) Guidance 30 December 2020</b></p>
	<p>For state-funded schools, the intention is that routine, graded Ofsted inspections will not be reintroduced until the summer term.</p> <p>Inspectors will be sensitive to the school's context, and support schools to prioritise the right actions. As has been the case throughout, Ofsted will also have the power to inspect a school in response to any significant concerns, including those relating to safeguarding and quality of education (which could include remote education).</p>

## Specific guidance from DfE (in black) and Langtoft Primary School's actions (in blue)

### 4.1 Primary assessment

- To recognise the challenges that primary schools are facing, primary assessments in summer 2021 will focus on assessments in phonics, English reading and writing, and mathematics.
- The key stage 1 tests in English reading and mathematics, and the English grammar, punctuation and spelling tests at key stage 1 and 2, will be removed for one year. There will also be no requirement to undertake and report on teacher assessments in science at either key stage. In addition, the introduction of the multiplication tables check will be postponed a further year, whilst still enabling schools to use it on an optional basis.
- We are also enabling schools to take a more flexible approach to the administration of the key stage 2 tests, and the phonics screening check, by extending the original timetable variation windows by a further week until 26 May and 25 June respectively.
- For 2020 to 2021 academic year only, schools will be required to administer a past version of the phonics screening check to year 2 pupils during the second half of the 2020 autumn term. Year 2 pupils who meet the expected standard in the autumn check will not be required to complete any further statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the autumn check will be expected to take the statutory check in June 2021. [Our school administered the 2019 Phonics Screening Check in November 2020.](#)
- The statutory rollout of the reception baseline assessment has been postponed until September 2021.
- In light of the impact of coronavirus (COVID-19) outbreak, the 2020 to 2021 academic year will be a transitional year (subject to the necessary legislation being made) to allow schools time to prepare for, and start embedding, the engagement model. The engagement model is the new attainment framework (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study.
- The 2020 to 2021 academic year will be a transitional year where schools that have prepared to implement the engagement model will be able to report against it and schools that need more time to implement this change will have the option to assess against P scales 1 to 4, for one final year. The engagement model will become statutory from September 2021 and further information can be found at [the engagement model](#).

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### Section 5

#### Contingency planning for outbreaks

For individuals or groups of self-isolating pupils and pupils who are shielding following government advice, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19).

## Specific guidance from DfE (in black) and Langtoft Primary School's actions (in blue)

### 5.1 Remote education

[Our school will, in line with Department for Education expectations;](#)

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs
- publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 .
- For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.

**When teaching pupils remotely, we our school will:**

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum, 3 hours a day, on average.
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.