

LANGTOFT PRIMARY SCHOOL

Welcoming Children Back to School in September 2020

'Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later.'

Department for Education, *Guidance for full opening: schools*. Published 2 July 2020

THE WELCOME BACK PLAN:

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.

The Welcome Back Plan is comprehensive and responds to guidance provided for school leaders by the Department for Education. It is our intention to summarise its contents in a format that is quick and easy for parents to access; a format that was successfully used during the early reopening of the school in June 2020. The full Plan is presented below for transparency.

Department for Education (DfE) Guidance 2 July 2020	
<p>Section 1 Public health advice to minimise coronavirus (COVID-19) risks</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 draw up plans for the autumn term that address the risks identified using the system of controls set out below. 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>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p>	

- 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 can 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.
- 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 with normal household bleach 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).

2. Cleaning hands 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 will be 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 twice a week in Key Stage 2.
- Staff and pupils will wash their hands:
 - 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 they go out to play and on their return to the classroom after play.
 - before eating and after eating lunch.
 - before handling shared equipment (e.g. P.E., play items in EYFS). They will use hand sanitiser afterwards.

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.

3. 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 will be 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 bin with swing lid. Bin emptied and liner replaced at 1230 and 1530 and waste placed in dustbin.

Additional guidance

Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education.

4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach

- Continue with cleaning routines established in summer terms: desk tops and work tops cleaned at end of each activity by classroom staff. Learning spaces to have own supply of cleaning materials.
- 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 to be introduced for September.

Additional guidance

By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on [COVID-19: cleaning of non-healthcare settings guidance](#).

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

Grouping children:

- 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 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.

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.
- Pupils to be seated in rows, facing forwards, from Y1 upwards.

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 collect, clean and store such equipment.

Measures elsewhere:

- There will be no assemblies with more than one group.
- There will be no after-school clubs (private or staff-run) in Term 1. This will be reviewed for Term 2.
- 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 these will be shared between the two year groups: one bathroom for boys, one for girls (for disposing of sanitary waste).
- Staff room will be in use on a rota basis: EYFS, KS1 and admin staff between 1155 and 1225; KS2 staff 1230 to 1300.
- Outdoor play equipment will be cleaned on Tuesdays and Thursdays by the caretaker. Pupils will have washed their hands before using it i.e. before and after going out to play. See point 2 in this section.
- 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. They should not bring a bag as lockers will not be in use from Y3 upwards. P.E. kit will be kept at home. Pupils will come to school wearing their P.E. kit on days when they have P.E.
- Parents are invited to send children to school in trainers instead of school shoes. This is because there will be many times in the day when the children are outside and trainers may be more practical. This will be reviewed for Term 2.
- As the hall will be used at lunchtimes by EYFS and Y1 bubbles only, the space will also be used to house the photocopier (access via rear fire exit) and 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. 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 summer term's measures. From September, 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 09:15	#1	15:00	Eat lunch in hall at 11:55 to 12:20 then play until 12:40 with Mrs Aranyi on front playground
Y1	at 09:05	#1	15:05	Eat lunch in hall at 12:05 to 12:30 then play until 12:50 with Miss Pinfold on front playground
Y2	at 09:10	#1	15:10	Eat lunch in classroom at 12:10 until 12:35 then play until 12:55 with Mrs Rippon on side playground
Key Stage 2:				
Y3	between 08:55 and 09:05	#3	15:10	Play from 12:00 to 12:20 with Mrs Wesselby and Mrs Puopolo on side playground and eat lunch in classroom until 12:50
Y4				
Y5	between 08:45 and 08:55	#3	15:15	Play from 12:00 to 12:30 on front playground with Mrs Adams (Mrs Nickson and Miss Henderson) and then eat lunch in classroom until 13:00
Y6				
Y2 to Y6 to eat lunch outside in their field zone if dry or in classroom if wet.				

- 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.

6. 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*

7. 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. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

Additional guidance

The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. The DfE will work with schools so they understand what the quickest and easiest way is to get a test. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits. Schools should ask parents and staff to inform them immediately of the results of a test:

- if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- if someone tests positive, they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#) and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

8. 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 local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.
- The health protection team will carry out a rapid risk assessment and ensure they are asked to self-isolate. They will work with schools in this situation to guide them through the actions they need to take. The health protection team will provide definitive advice on who must be sent home. To support them in doing so, our school will keep a record of pupils and staff in each group, and any close contact (face to face contact for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin); extended close contact (within 1 to 2 metres for more than 15 minutes), travelling in a small vehicle, like a car) that takes places between children and staff in different groups.

- 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 or staff member who is self-isolating subsequently develops symptoms. If someone in a bubble that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)'. They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)'

9. Contain any outbreak by following local health protection team advice

- If our school has two or more confirmed cases within 14 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 2 July 2020	
<h2 style="color: #0056b3;">Section 2</h2> <h3 style="color: black;">School Operations</h3>	<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 returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available.</p>
Specific guidance from DfE (in black) and Langtoft Primary School's actions (in blue)	
<h4>1. Transport</h4> <ul style="list-style-type: none"> • Families using public transport should refer to the safer travel guidance for passengers. 	

- 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:
 - 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
 - use hand sanitiser upon boarding and/or disembarking
 - organised queuing and boarding

2. Attendance

- Usual rules on school attendance apply from September:
 - 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;
 - our school's responsibility to record attendance and follow up absence
 - the availability to issue sanctions, including fixed penalty notices in line with local authority's codes of conduct
- A small number of pupils will be unable to return to school because:
 - because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)
 - shielding will pause on 1 August. This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the [current advice on shielding](#)
 - if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).
 - some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment).
 - 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.
- Pupils and families who are anxious about returning to school should contact our school so that they can be reassured by existing measures and by measures that are going to be put in place by September.

3. School Workforce

- Our school expects staff to return to work. Where feasible and appropriate, some administrative work can be done from home.
- 'Clinically extremely vulnerable' staff should maintain social distancing.
- People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend work. This includes staff who are pregnant

Additional guidance

Advice for those who are [clinically-vulnerable, including pregnant women](#), is available.

Advice for those who are extremely clinically vulnerable can be found in the [guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19](#).

4. Staff deployment

- Our school will ensure that appropriate support is made available for pupils with SEND
- Where there is capacity, support staff may 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.
- Staff taking a holiday abroad over the summer period should adhere to the latest guidance: [coronavirus \(COVID-19\): how to self-isolate when you travel to the UK](#).

5. 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.

6. Estates

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

7. Educational visits

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

8. 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 may come to school in trainers rather than traditional school shoes for Term 1 for as much time as possible will be sent outside.
- As stated in Section 1, point 5, pupils should come to school on P.E. days dressed in their school P.E. kit. 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.

9. Extra-curricular provision

- Wrap-around care will be provided by PlayZone Kids Club Limited. Our school supports their re-opening to provide a service to working parents and will continue to support the Club by waiving rental charges until 1 September 2020 and by sharing its Welcome Back Plan i.e. this document.
- Parents using the services of PlayZone must adhere to their system and processes for mitigating risk.

Section 3
Curriculum, behaviour and pastoral support

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.

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

1. Curriculum priorities

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Prioritise within subjects the most important components for progression rather than remove subjects, which pupils may struggle to pick up again later. For pupils in key stages 1 and 2, our school will prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so pupils read widely, and develop their knowledge and vocabulary.

2. Return to normal curriculum

- Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.

3. Plan on the educational needs of pupils

- Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work)

4. Develop remote education so that it is integrated into school curriculum planning

- Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. Our school will continue to use the software and process established during the school closure period: *Seesaw*, use of *ParentMail* to communicate teachers' planning, printing of materials for collection, calls home.

5. Pupils in Foundation Stage

- 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.

Additional guidance

Settings should follow updates to the [EYFS disapplication guidance](#).

6. Music

- Our school notes that there may be an additional risk of infection in environments where children are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Our school will reduce the risk by not singing in Term 1; restricting use of instruments to within bubbles; cleaning instruments after use; allowing music tuition provided by external providers to continue with no more than two pupils in a group, physically distance and in the school hall with ventilation.

Further more detailed DfE guidance will be published shortly.

7. Physical activity in schools

- Outdoor sports will be prioritised where possible, and the hall used where it is not, maximising distancing between children and paying scrupulous attention to cleaning and hygiene. Large equipment such as benches and stools will be cleaned after use by the teaching assistant assigned to the class. This is particularly important in a sports setting because of the way in which people breathe during exercise. Small-scale equipment such as balls and bats will be organised in to sets that can be cleaned at the end of the day and left in isolation for 72 hours and used on a rota basis.
- Pupils will be kept in bubbles and contact sports avoided.
- 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.

Additional guidance

Schools should refer to the following advice:

- [guidance on the phased return of sport and recreation](#) and guidance from [Sport England](#) for grassroot sport
- advice from organisations such as the [Association for Physical Education](#) and the [Youth Sport Trust](#)

8. Catch-up support

- Our school awaits further guidance.

The DfE state:

We have announced a package worth £1 billion to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most.

£650 million will be spent on ensuring all pupils have the chance to catch up and supporting schools to rise to the challenge. This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year. For pupils with complex needs, we strongly encourage schools to spend this funding on catch-up support to address their individual needs. **We will set out how this funding will be distributed between individual schools shortly.**

Alongside this universal offer, we will roll out a [National Tutoring Programme](#), worth £350 million, which will deliver proven and successful tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening.

9. 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 use the training modules on [teaching about mental wellbeing](#) alongside other resources talk and teach about mental health and wellbeing in the classroom in Term 1.
- In Term 1 our school will support the rebuilding of friendships and social engagement. In Term 2, after-school clubs may begin to promote social engagement further.
- Our school has identified which pupils may need additional support before and during their return to school in September.
- Our school will continue to work with school nurses to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.

10. Behaviour expectations

- Our school will remind pupils on their first day back at school of the expectations of behaviour and the consequences for poor behaviour and deliberately breaking the rules and how it will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. The agreeing of a Class Charter and examples of 'What is expected of us' on the cream coloured 'peg' card will support this.
- 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.
- The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.

Department for Education (DfE) Guidance 2 July 2020

Section 4 Assessment and Accountability

For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations set out in this document, and will not result in a judgement. A brief letter will be published following the visit. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public. In addition, Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding.

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

- Our school is planning on the basis that statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables.
- The statutory rollout of the reception baseline assessment has been postponed until September 2021, giving schools flexibility to sign up to our early adopter year in 2020 to 2021.

Subject to the necessary legislation being made, schools will administer a past version of the 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 continues to prioritise the teaching of early reading and so is happy to administer the Phonics Screening Check.**

Section 5
Contingency planning for outbreaks

For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations set out in this document, and will not result in a judgement. A brief letter will be published following the visit. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public. In addition, Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding.

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

1. Process in the event of local outbreaks

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. We will provide more information on this process in due course.

2. Contingency plans for outbreaks

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.

- Our school will continue to use *ParentMail* to communicate teaching plans for pupils not in school due to Coronavirus (COVID-19). *Seesaw* will provide feedback at least twice per week. To reduce time spent recording planning, teachers will refer to Oak Academy, BBC Bitesize and White Rose in their communications to pupils where such resources provide suitable teaching.
- Our school will strive to remain open for vulnerable children and the children of critical workers i.e. those who are critical to the frontline care of patients.

3. Remote education support

Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.

- Our school will consider the effectiveness of the measures it put in place during the school closure to produce its contingency plan by the end of September. It will consider the guidance provided for schools by the DfE.

