



**September 2020 Returning to School Protocol and Procedures**

In line with the Department for Education's instruction, it is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term.

Our planning is underpinned by the Department for Education's advice on effective infection protection and control which states the following:

**We are asking schools to prepare for all pupils to return full-time from the start of the autumn term, including those in school-based nurseries. Schools should not put in place rotas.**

**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. Essential measures include:**

- 1. a requirement that people who are ill stay at home**
- 2. robust hand and respiratory hygiene**
- 3. enhanced cleaning arrangements**
- 4. active engagement with NHS Test and Trace**
- 5. formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable**

**How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:**

- grouping children together**
- avoiding contact between groups**
- arranging classrooms with forward facing desks**
- staff maintaining distance from pupils and other staff as much as possible**

Many of the protocols and procedures that were implemented during the Summer term will remain the same with the expectation that they will further embed so that children who did not attend in the Summer term will themselves adopt the measures also.

All protocol and procedures are aligned to the Risk Assessment of Schools document (appendix 1) that has been produced using DHMAT approved template following 'Guidance for full opening: schools' (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction>). It is a legal requirement to review and update the previous risk assessment.

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

*All elements of the system of controls are essential. All schools must cover them all, but the way different schools address some of the requirements will differ based on their individual circumstances...The system of controls provides a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks.*

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

## **System of controls**

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

### ***Prevention:***

- 1)** minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2)** clean hands thoroughly more often than usual
- 3)** ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4)** introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5)** minimise contact between individuals and maintain social distancing wherever possible
- 6)** where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

### ***Response to any infection:***

- 7)** engage with the NHS Test and Trace process
- 8)** manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9)** contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

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

Systems of control	Action
<p><i>Prevention</i></p> <p><b>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>	<p>If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 7 days, they are not to attend school. The symptoms have been communicated with all members of the school community on multiple occasions.</p> <p>If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.</p> <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space where they can be monitored and supported until they are collected by their parents or carers. The room that the child was in will be immediately cleaned and the children/adults will wash their hands thoroughly for 20 seconds.</p> <p>In terms of PPE, a fluid-resistant surgical face mask should be worn by the supervising adult if 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace.</p> <p>There will also be a designated toilet (in both buildings) assigned to children who fall ill and require a toilet in school. Once the child is collected, both spaces will be thoroughly cleaned by a member of staff wearing both gloves and a mask.</p> <p>The designated isolation spaces are as follows;</p> <ul style="list-style-type: none"><li>- The Leaf -Sandpits Road site (Toilet- visitor toilet)</li><li>- The back office – Clee view (Toilet- disabled toilet)</li></ul> <p>The child should then be tested for coronavirus. If the test is negative the child could return to the setting assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 14 days and not attend the setting. Therefore, it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.</p> <p>Whether or not the whole bubble will close is dependent on the conditions of the day, rather than waiting for a test result. Our school is organised into year group bubbles as follows:</p> <ul style="list-style-type: none"><li>- Nursery</li><li>- Reception</li><li>- Years 1</li><li>- Years 2</li><li>- Years 3</li><li>- Years 4</li><li>- Years 5</li><li>- Year 6</li></ul> <p><b>Cases of COVID-19 should be reported to the West Midlands West Health Protection Team in Public Health England by telephone to 0344 225 3560 (opt 0 opt 2) or for out of hours advice 01384 679 031.</b></p>

<p><b>Prevention</b></p> <p><b>2. Clean hands thoroughly more often than usual.</b></p>	<p>Adults and children are to wash (preferred option) or sanitise their hands on the following occasions:</p> <ul style="list-style-type: none"> <li>- Entry to school</li> <li>- Before/after break times</li> <li>- Before lunch</li> <li>- When they change rooms</li> <li>- Before leaving school</li> <li>- Anytime that they visit the toilet or cough/sneeze into their hands.</li> </ul> <p>Additional hand sanitiser pumps have been purchased and are installed in each classroom as well as additional hand sanitiser at appropriate points in school i.e. the reception desk for visitors and staff upon arrival and the photocopying area for increased hygiene as a 'pinch point' in the school.</p> <p>Where children are struggling to wash independently, they may receive support assuming the adult supporting is also washing their hands.</p> <p>If a child cannot appropriately wash their hands, then skin friendly cleaning wipes can be used as an alternative. Where required, staff are to request these packs from the office.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year during 'Step-Up September' when the children will receive reminders about the expectations of practices and protocols in school. They will be built into our culture and behaviour expectations.</p>
<p><b>Prevention</b></p> <p><b>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</b></p>	<p>The children will be regularly reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown into the lidded bins in each classroom.</p>
<p><b>Prevention</b></p> <p><b>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</b></p>	<p>At various intervals (as per the cleaning schedule), adults, with the help of their pupils, will clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment. It will be stored appropriately within the classrooms.</p> <p>Children should be allowed to go to the toilet as they would do in a normal school day, however, staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (<a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a>). This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.</p>
<p><b>Prevention</b></p> <p><b>5. Minimise contact between individuals and maintain social distancing wherever possible.</b></p>	<p>The purpose of 'bubbles' is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Ludlow Primary will do everything we can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible.</p> <p>Children will need to return to school and join their new class teacher in September.</p> <p><b>Grouping the Children</b></p> <p>There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result.</p> <p>The guidance reads as follows:</p>

*In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.*

In order for school to offer a curriculum that is best-placed to support 'catch-up' our bubbles will need to be in year groups, as described in point 1 above. The reasons for this are as follows:

- All children will be able to be considered for catch-up interventions now that teaching support can work across phases in short periods of time. Adults need to support learning across classes in year groups not just individual class bubbles.
- Before and After school wraparound care needs to be in year group bubbles.
- We can maintain teachers with their classes throughout the week for continuity and ensuring pupils make good progress.
- Staggered entry/exit times and break/lunch times can be managed more effectively in year group bubbles.

Within the government guidance, they recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. This has implications for NHS Test and Trace should there be the need to contact parents of children as a result of a positive case. The guidance also advises that siblings may be in different groups and encourages schools to use measures as best they can as it will still reduce the network of possible direct transmission.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum, however now that we are year group bubbles, the necessity for this will be minimal.

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

Adults are to encourage children to maintain a distance between one another whilst inside and reduce the amount of time that they are in face-to-face contact with one another. Where circumstances allow, adults are to try to distance from children and one another.

Children with additional needs should receive as much support as normal, but adults are to be extra vigilant and mindful of their face-to-face time with the children and reduce this where possible.

Classrooms need to be adapted to support distancing where possible. If tables are used, they should face the front and children should sit side-by-side, not facing one another nor side on. Classrooms will be prepared as such ready for September.

#### **Measures elsewhere**

There will be no whole-school events where children and adults are required to congregate. Assemblies will be limited to one Year group assembly per week. Children will be required to distance during these assemblies rather than lining in tight rows. Children are not to sing during assembly.

Use of the staff room should be minimal. The staff room will remain open to adults, however strict social distancing must be in place and where possible, it is advised that adults use the outdoor space as much as possible. It is important for staff wellbeing that staff see their colleagues and I encourage this, but please do not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms.

#### **Measures for arriving at and leaving school (inc break/lunch times)**

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

<b>Sandpits Road</b>	<b>Arrive at school:</b>	<b>Collected at:</b>
Nursey		
Reception (Miss Potter and Mrs Preece)	9.00am	3.00pm
Year 1 (Miss Houchin and Mrs Lloyd-Kitchen/Miss Preece)	8.50am	2.55pm
Year 2 (Ms Grant and Ms Fallon)	8.40am	2.50pm

<b>Clee View</b>	<b>Arrive at school:</b>	<b>Collected at:</b>
Year 3 (Ms Collins and Ms Smith)	9.00am	3.15pm
Year 4 (Mrs Mellish and Miss Davenport)	8.40am	3.05pm
Year 5 (Ms Smith and Mrs Jones)	8.50am	3.10pm
Year 6 (Miss Froggatt and Mr Whitbread)	8.30am	3.00pm

Staggering entrance/collection will ensure that the adults and children on site can distance appropriately and it will reduce the risk of children coming in to contact with children from other bubbles.

Parents are to be encouraged to walk to school where possible and only one parent will be permitted to accompany their child. If children cycle or scooter to school, then they are to use the storage area to lock their bike/scooter securely by the entrance.

Adults will be present on the gates to support children and adults as they arrive at school. This way we will continue to reduce footfall of adults on site. Parents mustn't congregate at the 'drop-off' point, they must instead arrive on time and then depart.

### **Arriving at School**

Parents must arrive on time for entry to school, they must not arrive early or late. In the instance that parents have children in more than one year group, parents will be asked to drop all/ both children off at the later time.

### **Leaving School**

At the end of the day, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. Whilst parents are waiting, social distancing must be adhered to.

Teachers will not be available to speak to unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact teachers through Class Do Jo or through the school office if they have queries about the day or they can call to make a phone appointment.

The school offices are not to be accessed by parents unless through prior arrangement via a call or email. The office will not be open for parents to drop-in to. The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can obviously still call and receive support over the phone or via email.

Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. Disposable face-coverings must be placed in a lidded bin. The wearer must then clean their hands.

### **Other considerations**

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Likewise, specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of school procedures and they must adhere to them. A pamphlet of these will be provided alongside the normal safeguarding procedures.

Where contractors can attend outside of school hours then they should. If that is not available, they should also follow all procedures as determined by school.

A record of all visitors must be kept supporting NHS Test and Trace.

In terms of classroom resources, for regularly used stationery, children will all have their own individual set that is not to be shared. Other classroom resources like books and games can be used within the bubble but should be cleaned.

All other shared resources, like art/science equipment should be meticulously cleaned between use or rotated to allow 72 hours between use to ensure they are safe.

Games that encourage distancing and little touch need to be made available to the children. However, outdoor equipment should not be used unless we are able to ensure that it is

	<p>appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Therefore, each group will need to gather resources from their classrooms or the PE cupboard so that they have dedicated outdoor equipment that is taken out and used exclusively by them. This is then gathered back in at the end of their break/ lunch time.</p> <p>Pupils should not bring anything additional from home. There can be no 'show and tell'. However, children can now take books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours before being returned to the library.</p>
<p><b>Prevention</b></p> <p><b>6. Where necessary, wear appropriate personal protective equipment (PPE).</b></p>	<p>PPE should only be used for two reasons; where an individual is presenting with coronavirus symptoms and when a child is receiving intimate care (toileting/first aid support).</p> <p>The PPE available in school for dealing with cleaning of infected zones and supporting ill children or adults are as follows:</p> <ul style="list-style-type: none"> <li>- Face masks</li> <li>- Aprons</li> <li>- Gloves of various sizes</li> <li>- Face shields (limited quantities)</li> </ul> <p>Children need to know that some adults might be wearing PPE and that it is ok.</p>
<p><b>Response to any infection</b></p> <p><b>7. Engage with NHS Test and Trace.</b></p>	<p>Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.</p> <p>They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the 'stay at home' regulations.</p> <p>Anyone who displays symptoms of coronavirus can and should get a test following the advice in the school risk assessment.</p> <p>If school thinks that the family of the symptomatic child/adult are unlikely to be able to get a test booked appropriately, then we will provide a home testing kit. We should receive these before the start of the autumn term, and they will be stored in the medical room. Given the potential low numbers of kits, they will only be handed out under the agreement of the SLT.</p> <p>Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.</p> <p>If the test result is negative, the child can return to school assuming they would do so under normal circumstances.</p> <p>If the test result is positive, the child and family need to follow the 'stay at home' guidelines.</p>
<p><b>Response to any infection</b></p> <p><b>8. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.</b></p>	<p>School should contact the local health protection team:</p> <p>PHE West Midlands North Health Protection Team,  Stonefield House, St Georges Hospital Corporation Street,  Stafford,  ST16 3SR  Telephone: 0344 225 3560 option 2</p> <p>School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.</p> <p>The admin team will prepare a report that shows the contact details of each member of the year group bubbles to support the contact tracers.</p>

	<p>School will inform parents of the infection, according to the flowchart, but we will not reveal the name of the infected child/adult.</p> <p>Those contacted or sent home must self-isolate for 14 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go in to full isolation following stay at home guidance and get tested. If the symptomatic child's test is negative, they must continue to isolate for the remainder of the 14 days. If the result is positive, they must inform school immediately and isolate for at least 7 days from the onset of symptoms.</p> <p>Ludlow Primary School will not be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.</p>
<p><b>Response to any infection</b></p> <p><b>9. Contain any outbreak by following local health protection team advice.</b></p>	<p>Keep in contact with our health protection team.</p> <p>If school has 2 or more confirmed cases within a 14-day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout.</p> <p>This could result in Year group bubble lockdown; a school closure or/and a mobile testing station being established in school.</p> <p>Testing will focus on the affected classes, then their year groups and then the remainder of school if required.</p>

## Section 2: School operations

Aspect of school	Action
<p><b>Transport</b></p> <p>There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> <li>by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only</li> <li>by public transport services, we mean routes which are also used by the general public</li> </ul>	<p><b>Dedicated school transport</b></p> <p>Pupils on dedicated school services do not mix with the public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport.</p> <p>If children are travelling via coach to a trip, for example, they are expected to adhere to the systems of control still i.e. good hand hygiene and distancing where possible. We are postponing any coach travel from school for the first half term.</p> <p>School will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.</p>
<p><b>Attendance</b></p>	<p><b>Attendance expectations</b></p> <p>School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.</p> <p>School will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as we did pre-covid and any absence will be followed up.</p>

<p>Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.</p> <p>School attendance will therefore be mandatory again from the beginning of the autumn term.</p>	<p>Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authorities' code of conduct).</p> <p><b><i>Pupils who are shielding or self-isolating</i></b></p> <p>If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. Ludlow Primary will support those parents through dialogue with the school nurse team so that appropriate advice can be offered and leeway afforded.</p> <p>Where children cannot attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p><b><i>Pupils and families who are anxious about return to school</i></b></p> <p>If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place to provide reassurance – this could be via a Teams/Zoom meeting.</p> <p>These pupils are to be identified by school. The well-being team has called those parents who have children not engaging in home learning already and they have made a record of calls to families where vulnerabilities exist.</p>
<p><b><i>School Workforce</i></b></p>	<p>Ludlow Primary School has planned to follow the full measures within the guidance; therefore, most staff will return to the workplace as normal.</p> <p><b><i>Deploying support staff and accommodating visiting specialists</i></b></p> <p>As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason.</p> <p><b><i>Supply teachers</i></b></p> <p>Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing.</p>
<p><b><i>Safeguarding</i></b></p>	<p>All existing pre-covid safeguarding measures will return as normal.</p>
<p><b><i>Catering</i></b></p>	<p>Packed lunches will continue to be eaten in classrooms. Shire Services will provide a packed lunch option rather than a full hot meal – sandwiches, wraps and baked potatoes and a hot option two days a week, will be available to be ordered as before through School Money. FSM children will continue to access school meals through this system.</p> <ul style="list-style-type: none"> <li>- Sandpits Road: all children will have a universal school meal; children will not have the option to bring in a packed lunch from home.</li> <li>- Clee View: the system will continue as before with the option of bringing a packed lunch or ordering a school meal.</li> </ul> <p>This system will be reviewed at half term.</p>
<p><b><i>Lunch and break times</i></b></p>	<p>Midday supervisors will continue to support the supervision of lunchtimes, but they will be allocated to Year group bubbles that cannot mix.</p> <p>Playtime rotas will be drawn up to ensure that only members of staff within appropriate bubbles supervise their bubbles at break times. The playgrounds will be allocated to bubbles to avoid any cross-contamination.</p> <p>Timings of lunchtimes will be staggered, as will break times.</p>
<p><b><i>Estates</i></b></p>	<p>The caretakers will open school, check the sites, and ensure the bins are emptied (weekly) and conduct the normal pre-term building checks as per the existing schedule of work.</p> <p>Teachers need to ensure that classrooms have good ventilation (open windows and doors).</p>

<b>Educational Visits</b>	School trips are permitted to resume however, Ludlow Primary School will not be going on school trips that are not local during the first half term. The risk of compromising the integrity of bubbles by mixing with other schools attending venues or using coaches that have also been used by other schools, does not seem conducive with guidance.
<b>Wraparound care</b>	Wraparound care is permitted to commence. Children attending breakfast club and extra-Curricular clubs will ideally need to be kept in separate Year group bubbles, however that might not be possible due to limited staff numbers and children attending therefore the children will need to remain in small consistent bubbles, observing very good hand hygiene. Breakfast club will be open on both sites from 7.9.20. Children will be grouped/seated in the breakfast club according to their year group. Extra- Curricular clubs will not commence until October and will be organised by year group. Further details will follow.

### Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
<p><b>Curriculum expectations</b></p> <p>The key principles that underpin government advice on curriculum planning are:</p> <p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	<p>Ludlow Primary School will apply the curriculum model it has developed in its fullest and identify gaps in core learning that need to be negated over a period of time, with additional intervention for those children who require support.</p> <p>During this period, children will be reminded of all of their hard work during the previous year and we will 'reset' the expectations so that children know that we are expecting of them on their return to school i.e. a growth mindset.</p> <p>Our September 2020 curriculum will be as planned. School improvement plans will be rigorous to identify gaps and target specific areas of catch-up. In addition, all year groups will use the wider curriculum for opportunities to practise, develop and refine writing skills.</p> <p>We have identified the following focus areas for each year group:</p> <p><b>EYFS:</b> Baseline assessments will be conducted during the first few weeks of children starting school. There will be an additional focus on PSED (personal, social and emotional development) and communication. There may be a need for emphasis on physical development, independence and self-care.</p> <p><b>Years 1/2:</b> Year 1 teachers will collaborate closely with the early years lead to adapt the year 1 curriculum to incorporate elements of early years. The initial period in Year 1 will target transition from early years child initiated learning to more classroom based learning. In both year groups, phonics will continue to be a high priority.</p> <p><b>Key Stage 2:</b></p> <p>In Year 3, after an initial period of transition for year 2 children to adjust to a new setting (change of site), the curriculum will be delivered as planned. In lower key stage 2 year groups, phonics will be a focus with key children (particularly those who did not meet the required standard in the phonics screening).</p> <p>In all year groups, baseline assessments will be used to identify gaps in learning and inform planning. We will continue to provide additional maths and reading opportunities (Fluent in Five, Froggy Maths, Rainbow Maths, whole class reading etc, spelling, handwriting etc) on a daily basis as is current practice.</p> <p>Whereas science was previously taught one morning each week, this will now move to an afternoon session to allow for five dedicated maths and English lessons weekly. Curriculum teaching should incorporate opportunities for writing.</p> <p>In the event of having children who are critically vulnerable and therefore not able to return to the classroom, teachers will continue to provide tailored learning opportunities via digital remote learning and the provision of a printed pack if necessary.</p>

	<p>By the end of September, remote education will be further developed to support home learning as the need occurs.</p>
<p><b>Specific points for early years foundation stage (EYFS) to key stage 3</b></p>	<p>For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</p> <p>For pupils in key stages 1 and 2, school leaders are expected to 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 they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that most 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.</p>
<p><b>Music</b></p>	<p>Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing brass instruments or shouting, singing should not happen in groups of more than 15 and when it does take place, children need to be side-by-side and not facing one another. This has implications for our music curriculum and adjustments will need to be made.</p> <p>In Year 3, the Shropshire Music Service will continue to deliver ukulele whole class lessons and extra-curricular opportunities if there is demand.</p> <p>In Year 5, the Shropshire Music Service will deliver a specially developed scheme of work that does not use instruments and accounts for the fact that singing is not advised. This will reviewed as restrictions ease.</p>
<p><b>Physical activity in schools</b></p>	<p>PE lessons are still to take place. Where possible, they are to take place outside as transmission of the disease is reduced in the outdoors. The curriculum map will be adjusted to facilitate this.</p> <p>The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different individual groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p> <p>Contact sports are to be avoided. There will be no contact sports activities at break or lunch either. At break time, each class will be allocated its own set of play equipment which will be cleaned after each session.</p>
<p><b>Pastoral support</b></p>	<p>The well-being team (SENCO plus 2 Well-being coordinators and the Family Support worker) and PSHE leader will ensure that appropriate materials are on hand to support children’s well-being. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Where issues arise, the well-being team need to be advised so that specific interventions can take place.</p> <p>The well-being team need to ensure that they distance appropriately during meetings (outside preferably) given that they will be required to work across phases.</p>
<p><b>Behaviour expectations</b></p>	<p>The current approved behaviour policy coronavirus amendment (June 2020) will still apply but is currently under review and will be adapted to address a whole school return rather than specific year groups.</p> <p>Expectations will continue to be high and the core values of our school (honesty, kindness, independence and happiness) will remain.</p>

**Section 4: Assessment and accountability**

Aspect of school	Action
<b>Primary Assessment</b>	<p>All statutory assessments (other than the Reception Baseline) will take place in the academic year 20/21 in accordance with the usual timetables. The tests are as follows:</p> <ul style="list-style-type: none"> <li>• the phonics screening check</li> <li>• key stage 1 tests and teacher assessment</li> <li>• the year 4 multiplication tables check</li> <li>• key stage 2 tests and teacher assessment</li> <li>• statutory trialling (e.g. NFER assessments)</li> </ul> <p>Ludlow Primary School will prepare for these tests in the same manner as has been done in previous years.</p>

### Section 5: Contingency planning for outbreaks

Aspect of school	Action
<b>A local outbreak</b>	<p>If school is made aware of a local outbreak, the PHE health protection team or the local authority may advise school to close. Preparations will be made by way of a contingency plan so that learning can still continue and the community can remain safe.</p>
<b>Remote education support</b>	<p>Ludlow Primary School needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown.</p> <p>Our immediate response will be the following:</p> <ul style="list-style-type: none"> <li>➤ Children will be provided with an especially purchased exercise book to take home</li> <li>➤ All children in years 1 – 6 will be provided with a Microsoft log-in which will provide access to our school network and the opportunity to download and use Microsoft software (including Teams)</li> <li>➤ As part of the plan to use Microsoft Teams, we are endeavouring to arrange a staff training session on return to school in September in order to maximise effectiveness of this resource.</li> <li>➤ We plan to share lessons via Microsoft Teams, often in reference to Oak National Academy lessons that are tailored for every objective in the primary curriculum. More detail on Oak National Academy can be found here (<a href="https://www.thenational.academy/information-for-teachers">https://www.thenational.academy/information-for-teachers</a>).</li> <li>➤ Teachers will then be able to meet with children that require additional support through MS Teams online.</li> <li>➤ We are currently exploring an effective online method of feedback and assessment of pupils' work.</li> <li>➤ Chosen learning activities will be of high quality.</li> </ul> <p>Where children can't access the internet, children will receive home-learning packs (paper-based) to complete. However, efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household. The existing devices will be re-distributed to those eligible families.</p> <p>The principles for delivery will be as follows:</p> <ul style="list-style-type: none"> <li>➤ Children will receive learning opportunities for a range of subjects each day</li> <li>➤ Learning will be sequenced as per our current curriculum model and daily timetable</li> <li>➤ High quality explanations will be made by the teacher using video links from school of through curriculum resources such as Oak National</li> <li>➤ There will be a system for giving feedback and assessment (under development)</li> <li>➤ Teachers will be available via MS Teams to assist with understanding and clarification</li> <li>➤ Lessons will be of the equivalent length of a normal school day.</li> <li>➤ Oak National content that specialises in SEND will be offered accordingly, alongside packages made available through the learning support team.</li> </ul>