



## **School Announcement on Return to School for Some Children**

Dear Parents/Carers,

As you will all be aware I wrote to you all last week after the government announcement regarding schools. Today, as promised, I am writing once again to let you know how the Government announcement and instruction for schools to reopen to more children will look in our school for your children.

The report detailed on the following pages outlines how school will look for everyone either;

**a) *IF the Government announce school will remain closed to the majority of children.***

**b) *IF they choose it is time to move to step two to open school to more children – in Reception, Year 1 and Year 6.***

The last months have proved incredibly challenging for us all. I am fully aware of how the national emergency regarding coronavirus has impacted everyone in many different ways and for each of us there have been varied emotions and difficulties. Indeed all of our contexts and worries are different and can often be unknown to each other. I am certainly aware of this fact. I have nothing but admiration for all of our children and families in how you have all managed to support each other and our school in many different ways **despite** the challenges in life.

During the school closure for the majority of children, through working together, we have continued to support all of our children and families in many ways and ensured daily communication with you all. This period of very different school has only confirmed the very special community we have and the wonderful children who make up our school. So the first thing I would like to do is say **thank you** all for your incredible support. In particular, I want to thank the children for their continued amazing attitudes during these unprecedented times.

In moving forward we will need to work together and offer each other support even more. Indeed, the last 2-3 months have only been the start of a journey which we must walk together. I can assure you, that the Governors, Staff and I only have the best interests of you and your children at the centre of anything we do as a school.

## **Current context**

Before reading how the Government decisions will impact our school, I feel it is important to remind parents of the current context.

Prior to school closure for the majority of children (during the initial outbreak of the pandemic) school had a risk assessment and set of key procedures in place to decrease the risk of spread of coronavirus. This was particularly applicable in the months leading up to the school closure.

Since school closure to the majority of children on March 20<sup>th</sup>, school has been running effectively and successfully looking after key worker and vulnerable children **every week day** including the Easter holiday. This has normally been 15 or less children overall split into predominantly 3 groups of no more than 12 at a time. These groups have had their own learning Zone, member of staff to lead them and play zone for break times. Over the last two weeks, this requirement has grown to over 25 children per day with groups between 5 - 15. This means that we now have more than 10% of our children successfully back in school.

During closure to the majority of children, school has always been open. All **staff have reported to be happy to work** in the school environment and children and families of key workers and vulnerable children **have been happy with the care and the environment** provided. I receive this feedback via the parents of children in school themselves upon pick up and drop off. All staff and children in school have worked within the Government guidance.

Whilst considering this plan, as a member of society with young children who has worked throughout the current pandemic, it is important to stress I am totally aware of the emotion and feeling from a variety of people. I understand and respect the different views held within the many sections of society. I would like to stress that opinion is wide and varied and it would not be accurate to suggest that any one person is completely right in either how they feel about the situation **or** negate how they feel school should respond.

However, it is our belief as a school that following **Government advice** and starting to open school to more children is something we should do when the **Government say** it is **safe** and correct to do so. The plan outlined in this document will show how that will look for our school.

It is important to start to open our society, providing care for children and ensuring economic growth to support our public services and peoples jobs. In doing this, we will enable the support needed for everyone and crucially ensure we have an NHS to provide the healthcare needed to come through this pandemic.

It is worth considering that it is **widely reported** and **accepted** by our Government that the coronavirus will be with us for at least the next 12 months if not longer and we should now adjust our lives to work around this. It is also worth highlighting that as a parent, educator and school leader, I understand and believe that schools play an important part in the overall health and well- being of children of their families in so many ways. Therefore,

having children in school **whenever possible** is something I believe to be crucial for them and our society.

The Government has requested me as the Head teacher of our school to formulate a plan alongside Governors and senior leadership to follow their guidance to open schools. Our plan has the **unanimous** agreement of the **staff, Governors** and **local authority**. The plan fulfils the Government criteria. Before introducing our plan to you all, I'd like to highlight some key information from the Government guidance which should be understood by everyone for when children return to school.

### **Government guidance states;**

*“We know that, unlike older children and adults, early years and **primary age children cannot be expected to remain 2 metres apart from each other and staff**. In deciding to bring more children back to early years and schools, we are taking this into account. Schools should therefore work through the hierarchy of measures set out. These include:*

- *avoiding contact with anyone with symptoms*
- *frequent hand cleaning and good respiratory hygiene practices*
- *regular cleaning of settings*
- *minimising contact and mixing*

*It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, young people and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups.*

*Public Health England (PHE) is clear that if early years settings, schools and colleges do this, and crucially if they are also applying **regular hand cleaning, hygiene and cleaning measures and handling potential cases of the virus as per the advice**, then the risk of transmission will be lowered.*

*Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.*

*For pre-school children in early years settings, the staff to child ratios within [Early Years Foundation Stage](#) (EYFS) continue to apply as set out here, and we recommend using these to group children.*

*For primary schools, classes should **normally** be split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then **teaching assistants can be allocated to lead a group**, working under the direction of a teacher. Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15. Desks should be spaced as far apart as possible.*

*Each setting's circumstances will be slightly different. Any setting that cannot achieve these small groups at any point should discuss options with their local authority or trust. This might be because there are not enough classrooms or spaces available in the setting or because they do not have enough available teachers or staff to supervise the groups. Solutions might involve children attending a nearby school. If necessary, settings have the flexibility to focus first on continuing to provide places for priority groups and then, to support children's early learning."*

It is my opinion that our plan delivers. It delivers the government request to return to school. More importantly, it delivers for our children, families and staff. I advise that the plan should also be read along-side the Government guidance which I have already distributed to you and is available again in section 6.

As you consider the plan, please bear in mind schools are **unique** places. I'd like to offer my complete assurances to you that I only ever have the best interests of children at the centre of my decision making. We are fortunate to have an incredible team of staff who are incredibly talented, caring and nurturing and I can assure you all, they only ever have the best interests of children and their families at the centre of everything they do. There can never be a totally risk free World, especially from illness. We can only ever reduce risks as best as possible.

In order to prepare for 1<sup>st</sup> June, I ask that parents of children who are able to return to school respond to their class emails by Friday 22<sup>nd</sup> May to allow school to prepare.

Finally, as a father, Headteacher and general member of society, I wish to reiterate that I am fully aware that the decision to open schools to more children brings with it much emotion. I want to reassure you that as a school we are here for you and your children in any situation. I hope you will all see that our plan allows our school to open to more children **IF** the government decide to do so.

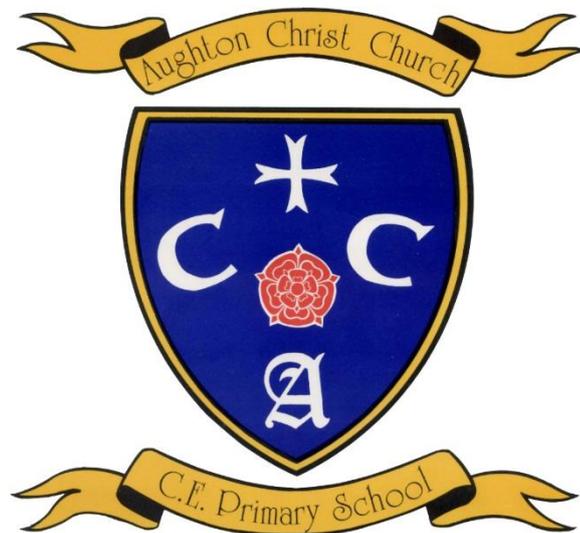
D Kennedy

Headteacher

May 2020

Aughton Christ Church C of E  
primary School

# Return To School Plan



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# Section A

## Introduction

The Government have set out a potential return to school date for more children as the 1<sup>st</sup> June 2020. Below is our plan to work within the Government guidance for schools from after the planned half time break on **Monday 1<sup>st</sup> June 2020**. There are currently two options which will be determined by a Government announcement planned for **Thursday 28<sup>th</sup> May**.

- A) If the Government **do not** decide to reopen schools to more children;
  - i. Home school for Reception, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6 will continue on the 1<sup>st</sup> June 2020.
  - ii. Vulnerable children and key worker children are still asked to apply for an emergency care place as they have been doing. They should do this via the usual methods by Friday 22<sup>nd</sup> May for the first week back in case the Government do not open schools.
- B) **IF** the Government choose that school **CAN** open to more children from 1<sup>st</sup> June:
  - i. Home school for Year 2, Year 3, Year 4 and Year 5 will continue as it has been on the 1<sup>st</sup> June 2020.
  - ii. The plan outlined in Section B will provide school for Reception, Year 1 and Year 6 who will be able to return to school. The Government are encouraging all children to return to school in these year groups and our school will provide that setting for them.
  - iii. I understand that parents may have a question about this. Once you have read the plan, if you feel you do have a question I have not answered please do not hesitate to get in touch via the usual routes and I will contact you and answer any concerns.

# Section B

## 1. Home School

For children not attending school for any reason, Home School will cease to run as it has been run for these classes over the last 8 weeks. Capacity would not allow teachers to plan and work with the children in school **and** send work home to children in the format they have been doing. We would therefore be liaising closely with these families and directing them towards use of Government systems now in place such as OAK Academy which have had on our newsletter for several weeks.

## 2. Class organisation

To meet Government guidance, we are ensuring classes of no more than 15 children. We are calling these groups **Pods**. A Pod will consist of the same children and same adults whilst school operates in this way. This is to limit contact between children and adults. Each year group will operate within a specific **learning Zone** and then have a self-contained part of that zone for their Pod. Break times will also see Pods remaining together and not crossing into other Pods with clearly marked zones to play and exercise in.

### Reception

Lead	<b>Miss C Geeson (Assistant Headteacher)</b>	
Learning zone	<b>Reception and Year 1 Classrooms</b>	
Play Zone	<b>KS1 playground - one marked zone for each pod</b>	
<b>Pod</b>	<b>Pod 1 – Reception Classroom</b>	<b>Pod 2 – Year 1 classroom</b>
Lead (s) within group	Miss Geeson	Mrs J Fazakerely Mrs Rawsthorne
T.A Support within group	Mrs Thomas	Mrs Oldfield
Class room	Reception	Year 1
Entrance and exit point	Back gate and hall door	
Start	8:45 am	
Lunch	12:00 pm	
Finish	3:00 pm	

### Year 1

Lead	<b>Ms S Jenkins</b>	
Learning Zone	<b>Year 3 and 4 classrooms</b>	
Play Zone	<b>KS1 Field area - one marked zone for each pod</b>	
<b>Pod</b>	<b>Pod 1 – Year 3 Classroom</b>	<b>Pod 2 - Year 4 classroom</b>
Lead within group	Ms Jenkins	Mrs Nolan
T.A Support within group	Mrs Birtles	Mrs Brewer
Classroom	Year 3	Year 4
Entrance and exit point	Main gate and entrance	
Start	9:00 am	
Lunch	12:25 pm	
Finish	3:15 pm	

## Year 6

Lead	<b>Mr N Swift</b>	
Learning Zone	<b>Year 5 and 6 classrooms</b>	
Play Zone	<b>KS2 Play Ground - one marked zone for each pod</b>	
<b>Group</b>	<b>Pod 1 – Year 6 classroom</b>	<b>Pod 2 – Year 5 classroom</b>
Lead within group	Mr Swift	Mrs Frackelton
Support within group	Mrs Blundell	Mrs Hall
Classroom	Year 6	Year 5
Entrance and exit point	Back entrance and classroom doors.	
Start	9:15 am	
Lunch	1:00 pm	
Finish	3:30 pm	

## Emergency Care Pod

<b>Lead</b>	<b>Mrs F Chapple (Assistant Headteacher)</b>
<b>Learning Zone</b>	<b>Year 2 classroom and ICT suite</b>
<b>Play Zone</b>	<b>KS2 field</b>
Staff	Mrs Chapple and Miss Fletcher
Entrance and exit point	Fire escape door in the staff room
Start	9:00 am
Lunch	12:40 pm
Finish	3:15 pm

### 3. Timetable summary

Part of Day	Time	Event	Further information
Drop off and entrance to school	8:45 am - 8:50 am	<b>Reception drop off</b>	<b>All Reception parents enter via back gate of school and children will enter via the hall door.</b> Parents will walk onto the running path and queue around the 250 m running path. This will be marked with social spacing. They will then leave children at the top of steps on the infant playground (Black) with staff in a clearly marked zone. Children will then be lined up down the path to the hall and led into school to join their pods. Parents will leave via the back gate.
	9:00 am – 9:05 am	<b>Year 1 and emergency care drop off</b>	<b>Parents enter via main front gate and children enter via main door (Year 1) and fire door (Emergency Care) at front of school.</b> Parents will enter through the main school gate and join the correct queue for their class. These queuing areas will be marked. There will be a one way system in and out of school with the driveway will be the exit route for parents. Children will be met by staff in a clearly marked zone at the front of school and taken to their pod.
	9:15 am – 9:20 am	<b>Year 6 drop off</b>	<b>All Year 6 parents enter via back gate of school and children will enter via classroom doors.</b> Parents will walk onto the running path and queue around the 250 m running path. This will be marked with social spacing. They will then leave children on the KS2 (red) playground with staff in a clearly marked zone. Children will then be lined up by staff and taken to their pod through the classroom doors.
Morning timetable	9:00 am – 1:00 pm	<b>Morning curriculum</b> Key focus on learning will be reading, phonics writing, grammar and Maths following school curriculum planning already in place.	Teachers will plan for the children using the curriculum in place. In addition, they will be considering home learning, where they left off at school closure for most children and assessment baselines upon return. English, Maths and reading will form the large part of the curriculum and catch up lessons in the afternoon will be used if required.

	<p><b>Breaks at staggered times</b>  EYFS – 10:00  Year 1 - 10:15  Emergency group - 10:30  Year 6 - 10:45</p> <p>EYFS 11:00  Year 1 – 11:15  Emergency group 11:30  Year 6 -11:45</p>	<p>Staggered breaks <b>twice</b> in the morning.</p> <p><b>Lesson 1 approximately 1 hour</b></p> <p>Break</p> <p><b>Lesson 2 approximately 1 hour</b></p> <p>Break</p> <p><b>Lesson 3 approximately 1 hour</b></p>	<p>Morning breaks to be;</p> <ol style="list-style-type: none"> <li>1. A 5 minute run on path and fresh air with rules on social spacing</li> <li>2. 10 minutes in a designated Zone for each pod. Zones will be clearly marked out with cones.</li> </ol> <p>Staff within POD will swap within the designated break for toilet and a drink. Children will wash hands before a snack and before break and be kept in their pod of 15.</p> <table border="1" data-bbox="855 622 1522 857"> <thead> <tr> <th data-bbox="855 622 1174 663">Break 1</th> <th data-bbox="1174 622 1522 663">Break 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="855 663 1174 857"> EYFS – 10:00 am  Year 1 - 10:15 am  Emergency group - 10:30 am  Year 6 - 10:45 am </td> <td data-bbox="1174 663 1522 857"> EYFS 11:00 am  Year 1 – 11:15 am  Emergency group 11:30 am  Year 6 -11:45 am </td> </tr> </tbody> </table>	Break 1	Break 2	EYFS – 10:00 am Year 1 - 10:15 am Emergency group - 10:30 am Year 6 - 10:45 am	EYFS 11:00 am Year 1 – 11:15 am Emergency group 11:30 am Year 6 -11:45 am
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<b>Lunch</b>	<p><b>Lunch</b>  12:00 pm – 1:30 pm</p>	<p><b>Staggered lunch</b>  EYFS: 12:00 pm  Mr Barratt/ Mrs Humphries  12:00 pm-12:50 pm</p> <p>Year 1: 12:20  Mrs Hall/Mrs Jones  12:20 pm-1:10 pm</p> <p>Emergency care: 12:40  Mrs Smith/Mrs Chapple/Miss Fletcher  12:40 pm-1:30 pm</p> <p>Year 6 : 1:00pm - Mr Kennedy/Mrs Hughan  1:00pm –1:50 pm</p>	<p>Staff will have a 30 minute break in staff room and then join class outside for additional supervision of their pod.</p> <p>Welfare staff in school will supervise the staggered break time and lunch organisation as highlighted. Each pod of 15 children will have their own welfare assistant and children will be sat on a table distanced from others.</p> <p>Children to bring in lunch for the first week and then Yummy catering to be Risk assessed and organised once children are back. There will be no lunches provided for week one.</p> <p>Children will have;</p> <ol style="list-style-type: none"> <li>1. 20 minutes in hall for eating</li> <li>2. 30 minutes outside in a separate Zone for their pod to play.</li> </ol>				
<b>Afternoon timetable</b>	<p><b>Afternoon curriculum</b>  1:00pm – 3:30pm</p>	<p>Reading and Wider curriculum project work  1:00pm -3:30 pm</p>	<p>Teachers will decide on wider curriculum work for the afternoons from school curriculum planning.</p> <p>This will be led by the teacher after considering home learning and evaluation the needs of the children and split into two sessions of 45 minutes with a break in the middle.</p> <p>The afternoon will start with a guided reading focus as normal.</p>				

	<p><b>Breaks at staggered times</b>  EYFS – 1:40  Year 1 - 2:00  Emergency group - 2:20  Year 6 - 2:40 pm</p>	<p>Staggered break of 20 minutes in the afternoon</p>	<p>EYFS – 1:40  Year 1 - 2:00  Emergency group -2:20  Year 6 - 2:40</p> <p>Staff within Pod will swap within the designated break for toilet and a drink.</p>
<p>Leaving at the end of the day</p>	<p>3:00 pm</p>	<p>Reception pick up at main hall door</p>	<p><b>All Reception parents enter via back gate of school and children will leave via the hall door.</b>  <i>Parents will walk onto the running path and queue around the 250 m running path. This will be marked will social spacing. They will then collect their children at the top of steps on the infant playground (Black) with staff in a clearly marked zone.</i>  <i>Parents are asked to leave the school site once they have collected their children and not stay around for conversations.</i></p>
	<p>3:15 pm</p>	<p>Year 1 and emergency care pick up at main entrance (Year 1) and Fire escape (Emergency care) - two lanes</p>	<p><b>Parents enter via main front gate and children leave via main door (Year 1) and fire door (Emergency Care) at front of school.</b>  Parents will enter through the main school gate and join the correct queue for their class. These queuing areas will be marked. There will be a one way system in and out of school with the driveway will be the exit route for parents. Children will be handed over by staff in a clearly marked zone at the front of school.  <i>Parents are asked to leave the school site once they have collected their children and not stay around for conversations.</i></p>
	<p>3:30 pm</p>	<p>Year 6 pick up at back gate</p>	<p><b>All Year 6 parents enter via back gate of school and children will enter via classroom doors.</b>  <i>Parents will walk onto the running path and queue around the 250 m running path. This will be marked will social spacing. They will then leave children on the KS2 (red) playground with staff in a clearly marked zone. Children will then be lined up by staff and taken to their pod through the classroom doors.</i>  <i>Parents are asked to leave the school site once they have collected their children and not stay around for conversations.</i></p>

## 4. Risk Control and Procedures

Government Advice	School control measures
Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges.	Advice sent to parents and whole school community on self-isolation in case of symptoms.  Children are to be sent home if they have symptoms and follow Government procedures for this.
Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.	All children wash hands on entry to school and at key points during the day including break times and lunch times. School supplied with adequate supply of soap and handsanitiser.
Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.	Tissues available and all children briefed on procedures of blowing noses. Lidded bins in each area to dispose of in.
Cleaning frequently touched surfaces often using standard products, such as detergents and bleach.	Each classroom to have its own cleaning material. All surfaces cleaned at the end of each day, at the start and during the day after each lesson.  Cleaning procedures monitored at start and end of day and a daily evaluation of cleaning by Headteacher.  School half term holiday closure to be used to deep clean and prepare site.
Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times).	Each group allocated its own Zone which will remain in place for that groups.  Playtimes staggered with only one group going into an allocated area. See timetable.
Refresh your risk assessment and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed below). Also ensure that all health and safety compliance checks have been undertaken before opening.	Daily health and safety check done with D Kennedy (Headteacher) , D Keen (Site Supervisor) and C Geeson (Health and Safety Officer). These are done before start of school each day to check all aspects outlined in the plan.  Each group to use a separate entrance and stay with allocated Zone. No need for child movement around school due to self-contained Zones for each pod.
Organise small class groups, as described in the 'class or group sizes' section above.	Children in groups of 15 or less. These are called pods. Each pod will have a consistent adult in each group
Organise classrooms and other learning environments such as workshops and science labs for those groups, maintaining space between seats and desks where possible.	Unnecessary furniture removed if it restricts space and tables laid out in rows with maximum distance between them. Each child allocated their own table and resources.

<p>Refresh the timetable: decide which lessons or activities will be delivered</p> <p>Consider which lessons or classroom activities could take place outdoors</p>	<p>Key focus across school will be</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• Grammar</li> <li>• Phonics</li> </ul> <p>A reduced curriculum for other subjects will be carried out using the professional discretion of the Headteacher and class teacher. This will look different for the different year groups as an age appropriate response will be considered. Further details can be seen in section 9.</p>
<p>Use the timetable and selection of classroom or other learning environment to reduce movement around the school or building.</p>	<p>Each pod will have their own Zone only requiring to leave their Zone for a play time and lunch.</p> <p>Lunch will be staggered and lunch hall will be cleaned before a new group comes in.</p>
<p>Stagger assembly groups.</p>	<p>Children will only have assemblies in their pod of 15 held within their own zone.</p>
<p>Stagger break times (including lunch), so that all children are not moving around the school at the same time.</p>	<p>Play times and lunches staggered – as outlined in timetable section.</p>
<p>Stagger drop-off and collection times.</p>	<p>Each group allocated a separate drop off and collection time as outlined in class organisation in section 2 and timetables in section 3.</p>
<p>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact.</p>	<p>Different drop off points and times as noted in section 1. Parent guidance in place (see section 8)</p>
<p>Consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing.</p>	<p><b>Classes:</b> Children in groups (pod) of 15 and don't cross into other groups. <b>Toilets:</b> Pods will be allocated their own toilet areas and toilets will be cleaned regular through the day. Only one child at a time will be allowed into the toilet areas.</p>
<p>Consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously.</p>	<p>All play equipment off bounds. Any play equipment such as balls that are used at breaks will be cleaned after use and after break times and kept for use within a pod.</p>
<p>Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere.</p>	<p>Classroom to be organised and stripped down to bare minimum furniture and resources <b>as is possible</b> and decided by the class lead.</p>
<p>Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</p>	<p>Classroom to be organised and stripped down to bare minimum furniture and resources <b>as is possible</b> as decided by the class lead.</p>
<p>Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible.</p>	<p>Children all walk or are dropped off by parents in car. Marked Zones for collection and pick up as articulated in timetable. All families encouraged to walk when possible</p>

## 5. Summary of Key protective measure

1. Staggered drop of times, Zoned drop off areas, no parents allowed into school and one way systems in places for entering and leaving school site to ensure organisation and provide social distancing for key flashpoints in the day. (See timetables – section 3)
2. Social distancing drop offs marked with cones.
3. No parents allowed into school – any queries to be dealt with at drop off with a distance of 2 metre but encouraged via telephone.
4. Strict handwashing procedures upon entry to school and key points.
  - i. Entry to school
  - ii. Before break and snack
  - iii. After break one
  - iv. Before break
  - v. After break two
  - vi. Before lunch
  - vii. After lunch
  - viii. Before break
  - ix. After break three
  - x. Before going home
5. All children in allocated pods with consistent adults and zones to ensure less contact between people in school.
6. Classrooms laid out in rows with children allocated their own work space which will remain the same.
7. Children all allocated with their own resource and work space.
8. Work spaces and key classroom surfaces cleaned;
  - i. Start of day
  - ii. After every lesson (x 5 in a day)
  - iii. End of day
9. Cleaning staff and all staff carrying out additional cleaning of key areas throughout the day – additional cleaning of handles and key surfaces.
10. Deep clean over planned half term.
11. Audit by SLT of cleaning at start and end of every day with site supervisor.
12. All children informed of keeping safe spaces and briefed on safety.
13. Unnecessary resources such as soft toys packed away.
14. Play equipment outside to not be used.
15. Play equipment indoors and shared resources used to be cleaned daily.
16. Tissues available for each child.
17. New bins for each class to have lids on.
18. All classrooms have own cleaning equipment allocated to them.
19. First aiders to look after their own pod – all pods have a first aider and first aid kit
20. Cleaning staff to be briefed on cleaning procedures and wear gloves for cleaning.
21. Fire drill practised with social distancing measures – children to assembly in play Zones.
22. Clear procedures following government guidance as identified in section 5 should anyone become unwell, show symptoms or is diagnosed. School emergency plan in place.
23. No books and equipment to be sent home in the first week.

## 6. Emergency procedures

**Key emergency procedures are important and below are some details of key consideration which it is important to be aware of.**

Issue	Action	Further action/consequence
Child/staff member becomes ill with symptoms or is diagnosed	Follow government guidance. See below (a and b)  <i>Child/staff member is isolated within school in intervention room.</i>  <i>The government has identified that children/staff showing symptoms will be eligible for a test.</i>	Potential for all of pod to self-isolate.  Potential need to close school.
Fire	Fire drill held for new Pod organisation and social distancing measure	Fire drills in the first week
Accident on site	First aider with each Pod at all times.  Paediatric First aider available for EYFS at all times.	Daily review of first aid equipment

### **a) What happens if someone becomes unwell at an educational or childcare setting?**

If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the [COVID-19: guidance for households with possible coronavirus infection guidance](#).

If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).

In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.

If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see ‘What happens if there is a confirmed case of coronavirus in a setting?’ below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](#).

### **b) What happens if there is a confirmed case of coronavirus in a setting?**

When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario.

Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.

Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.

As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England’s local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.

## 7. Additional Guidance

[Guidance for parents and carers as schools and other education settings in England open to more children and young people](#)

[Actions for education and childcare settings to prepare for wider opening from 1 June](#)

[The UK Government's COVID-19 recovery strategy](#)

[Implementing protective measures in education and childcare settings](#)

## 8. Parent Key Guidance

**Below are key points which may support parents in understanding of the return to school system.**

- We are asking parents of Reception, Year1 and Year 6 to notify us of you intention of your child to return to school by replying to the email sent out to the class email for your child.
- School is closed for the planned half term break to allow deep cleaning and preparation of the school in readiness for any potential reopening to more children.
- Children should attend in Uniform **if possible**. We understand that it may be difficult to have summer uniform and all aspects of a uniform initially. This does not matter and children can attend in winter uniform.
- Children can **only** bring in a lunch bag and coat with them for the first week. Children who return to school will be informed about Yummy catering options upon return.
- Children **should not** bring in additional bags, items and pencil cases. Nothing else is required. School will provide all resources and children will have their own space to store these in.
- .Parents will not be allowed to enter the school building. Any issues are asked to be emailed in and a phone consultation will be held if needed.
- Parents are also asked not to congregate and hold conversations on school premises. Once you have dropped your child off or collected them we ask that you please leave the school site.
- When possible, families are asked to have just one parent drop off and walk to school to reduce congestion. In the event of other children having to accompany a parent this is fine, we ask that they stay with their parent and do no run around and play.
- Families with children in more than one year group will be able to choose the drop off and collection point that best suits them. As children live together they can enter school together at that point and be taken to their pod. This can also work for collection. We can liaise with parents about these specific arrangements over the coming week.

- Parents may be wondering if they have to send children into school. I would like to direct you to the Government guidance on this. Regarding this issues, Government guidance states;

***“We strongly encourage children and young people in the eligible year groups and priority groups (such as children of critical workers) to attend, as requested by their school or college, unless they are self-isolating or there are other reasons for absence (such as shielding due to health conditions).*”**

***You should notify your child’s school or college as normal if your child is unable to attend so that staff are aware and can discuss with you.***

***Parents will not be fined for non-attendance at this time”***

- Any parents who have children they are shielding should also alert school to this so we are aware of this situation and can offer support. If you are concerns about this please seek medical advice and read government guidance and can be accessed via the link below. The guidance for this is held within the section from the link.

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

## **9. Parent consultation – clarifications and updates**

*After sending our plan to parents on Wednesday 20<sup>th</sup> May 2020, Parents were offered the opportunity to email in with questions and concerns. After discussion with parents I'd like to offer the following clarification to support the above plan.*

### **Pick up and drop off**

There was a slight error in pick up and drop off times for emergency care. Drop off for this group is 9:00am and pick up is 3:15pm. This has now been amended and can be viewed on the plan correctly now as it has been updated to reflect this. Parents of Siblings can choose the best drop off and pick up times for them. For example a parent with a year 1 and a Year 6 child could choose either the Year 1 or Year 6 drop off and pick up. It would be preferable to choose the later pick up from school so children don't miss out on their work. Children of other year groups can remain in their pod until collection if this is the case.

### **Toilet arrangements**

Each pod will be allocated their own toilets which are only to be used by the 15 children in that pod. Within each pod, children will also be allocated a blue or red toilet. This will ensure groups of only 7/8 children are using one toilet. Each toilet will be cleaned every hour throughout the day and at specific times of use as well and we will be ensuring only one child at a time uses the toilet area.

### **Medical concerns**

If there has been any change in medical details for your child we ask that you notify us by emailing into school. Please email [bursar@aughtonchristchurch.lancs.sch.uk](mailto:bursar@aughtonchristchurch.lancs.sch.uk) and we can organise a phone consultation with you.

### **Attending different days**

Some families have asked about only attending on certain days. Whilst we have run in this way to support emergency care this is not how we are running the return to school for Reception, Year 1 and Year 6. This will be a return to school with a planned curriculum which relies on children attending every day where possible. Children thrive on consistency and returning to school in a consistent daily pattern will offer this support for them emotionally and also for their learning. Only coming in for 1 or 2 days a week for morning is not something we would recommend. Once children are back in school we will certainly be able to monitor and discuss any concerns with you. However, the evidence of children in school at the moment and my experience in school for over 20 years, is children will settle incredibly quickly and be happy with their routine and environment. It is also not possible to send work home for days the children won't be in school as this is an additional challenge to manage when staff will be at capacity and the work in school will rely on the teaching input they will be receiving.

## **Social distancing**

It is acknowledged by the government that children and school settings are unique and social distancing is not always possible. I would like to confirm this is the case. Whilst very individual spaces will be provided in class time for children, during playtime outside in their pod children will have the opportunity to play with the other 14 children. This is often in small groups of three or four and children are generally playing with distance between each other. We discuss rules with children at any point in school life and currently we discuss social spacing rules. We call this '**your safe space**' and during the period of our school being open to emergency care we have encouraged children to play respecting their own and their friend's safe space. This has worked really well with children playing and interacting. We have not had any issues. It should also be acknowledged that children having the opportunity to play and be with other children is an important aspect of social, mental and emotional wellbeing. We are very fortunate in our school to have such lovely grounds and children who have been in school have thoroughly enjoyed and benefited from their play experiences in a zone for their pod.

## **Learning in EYFS**

Learning in all classes will look different. Children will have their own workspace and individual resources in all year groups. However, despite the distancing measure being introduced, Reception children will still be learning to support work towards Early Learning Goals. Although resources and context may look slightly different, they will still be provided for opportunities to explore and be creative. This week, Reception children in emergency care have been making nature pictures outside for example. It is also worth noting that as we enter June, Reception children are also considering transition to Year 1, which for many children is a more formal learning style as well. I wish to ensure all Reception parents, the staff and I are absolutely aware of the priority of personal, social and emotional development and despite the new context will be ensuring this takes a priority as well as the English and Maths that I noted on the timetable. All Reception children in school during the Emergency care have been very happy and thrived whilst in school.

*Parents are continued to be asked to email in concerns so school can continue to answer concerns and add clarification to any issues.*

*Please email into: [bursar@aughtonchrstchurch.lancs.sch.uk](mailto:bursar@aughtonchrstchurch.lancs.sch.uk)*