



The Pioneer Academy/Woodcote Primary

Coronavirus (COVID-19) Risk Assessment for Reopening



Assessment conducted by: Claire Baldock	Job title: Head of School	Covered by this assessment: staff, pupils, parents, visitors and volunteers .		
Date of assessment: 19th August 2020 12th September 2020 19th September 2020 26th September 2020	Review interval: as required but at least (weekly/fortnightly/monthly)	Date of next review: 11th September 2020 19th September 2020 27th September 2020 3rd October		
Related documents				
<p style="text-align: center;">Trust documents</p> <ul style="list-style-type: none"> Coronavirus (COVID-19) Recovery and Resumption Procedures Checklist, First Aid Policy, Medical Needs Policy, Fire Safety Policy, Health and Safety Policy, Child Protection and Safeguarding Policy, Staff Wellbeing Policy, Attendance Policy, Behaviour Policy, Bereavement Policy. Working from Home Policy Pupil Remote Learning and Remote Education Policy 	<p>Government guidance:</p> <ul style="list-style-type: none"> Actions for educational and childcare settings to prepare for wider opening from 1 June 2020 Coronavirus (COVID-19): implementing protective measures in education and childcare settings Coronavirus (COVID-19) Collection: guidance for schools and other educational settings Actions for schools during the coronavirus outbreak Coronavirus (COVID-19): implementing social distancing in education and childcare settings Coronavirus (COVID-19): guidance for educational settings COVID-19: cleaning in non-healthcare settings Guidance for full opening - schools 			
Risk rating		Likelihood of occurrence		
High (H), Medium (M), Low (L)		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

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Areas for concern	Inherent Risk (H/M/L)	Control measures	Further action/comments	Residual risk (H/M/L)
1. Establishing a systematic process of full opening				
1.1 Net capacity				
Available capacity of the school is reduced when social distancing guidelines are applied		<ul style="list-style-type: none"> Agreed new timetable and arrangements confirmed for each year group. Pupils are taught in class sized bubbles Arrangements in place to support pupils when not at school with remote learning at home. 	<p>Children remain in class bubbles in their classrooms with some 'mixing' in a year group only, for only break times and lunchtimes on playgrounds outside, and BASC small groups socially distanced.</p> <p>Staggered breaks and lunchtimes will limit any cross over between year groups.</p> <p>All learning provided in class to be replicated to be accessed at home if needed for individuals/small groups.</p>	
1.2 Organisation of teaching spaces				
Classroom sizes will not allow adequate social distancing		<ul style="list-style-type: none"> Classrooms re-modelled, with chairs and desks in place to allow for pupils to sit side by side and facing forwards Unnecessary furniture is removed from classrooms to create more space Clear signage displayed in classrooms promoting minimising contact between individuals and maintaining social distancing where possible. Classes stay together with their teacher/teaching assistant/member of school staff and do not mix with other pupils. 	<p>Classrooms in Years 2¹ to 6, to have tables placed in rows so children sit side by side and face the front.</p> <p>Adaptations to this will be made in EYFS and Yr1 to allow for play based learning and pupils needs. Year 2 up will not use carpet spaces. EYFS and Year 1 may use carpet for group sessions – limited to 5/10 mins – and children will be sat side by side.</p> <p>Soft furnishings removed and stored.</p> <p>Signage reviewed, refreshed and updated in all classrooms and around the school to promote social distancing, hand washing and good respiratory health.</p>	

			Each class has their allocated class teacher, and a TA and MDS. One 'cover' teacher to work across only one year group to release for PPA/NQT/TLR and to do catch up. BASC – children will remain in one year group classroom <u>(on a rota)</u> – no more than 20 children and will be supervised by one of the MDS team that support their year group. Children will only be allowed to bring a filled water bottle/s, packed lunch if needed, and coat/jacket if the weather needs it. These items are to be kept on or under their desk/chair (apart from EYFS where cloakroom will be used).	
Large spaces need to be used as classrooms		<ul style="list-style-type: none"> • Limits set for large spaces (e.g. hall, sports hall, dining hall) for teaching. • Large gatherings prohibited. • Design layout and arrangements in place to enable social distancing where possible. 	School halls to only be used for dining (<i>KS1 Hall will be used for one year group for ASC</i>). Both halls to have allocated eating times and children to be sat on one side of the tables for from yr2 up. No assembly gatherings, no indoor PE, no wet play in the halls.	
1.3 Availability of staff and class sizes				
The number of staff who are available is lower than that required to teach classes in school and operate effective home learning		<ul style="list-style-type: none"> • The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. • Full use is made of those staff who are self-isolating but who are well enough to teach lessons online. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • Full use is made of testing to inform staff deployment. 	Staff Survey completed before the end of term so any vulnerabilities are again identified and updated. All staff with an identified or shared vulnerability to have an individual risk assessment, reviewing their working environment and support, as a drop in staff could lead to class closures. Any staff who are isolating to be given clear tasks by line manager to be	

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			<p>completed at home to support staff working in school – no matter their role.</p> <p>Each year group has one additional teacher for at least part of the week. They are to be used to cover in the first instance. TA cover to be used if appropriate or use of regular supply teachers if needed/longer term.</p>	
1.4 The school day				
<p>The start and end of the school day create risks of breaching social distancing guidelines</p>		<ul style="list-style-type: none"> • Start and departure times are staggered. • The number of entrances and exits to be used is maximised. • Different entrances/exits are used for different groups. • Staff and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. • Floor markings (using low residue tape) are visible where it is necessary to manage any queuing. • Attendance patterns have been optimised to ensure maximum safety 	<p>Extended Drop off 8.30am to 9.105am and Extended Pick Up 3pm – 3.30pm. This allows for movement in one-way system around the site and for siblings in a variety of year groups. Front and back gate open. Children can enter building from class external doors or other allocated doors assigned. Adults must walk the full circuit or drop children at gates, which are manned by staff.</p> <p>Clear signage replaced and refreshed to direct families and staff around the site. SLT and ‘additional’ teachers to supervise drop off and pick up, and to ensure families social distance and leave the site promptly.</p> <p>Floor markings in the playgrounds, and hallways to be refreshed and reviewed, particularly from back gate as not used previously.</p> <p>Behaviour Policy addendum shared with families and staff.</p> <p>Staff should ensure they are on site for the minimum time needed. Staff</p>	

			<p>should arrive as late as possible (whilst ensuring they are ready to receive children at the appropriate time) and leave as early as possible, ensuring social distancing is maintained.</p> <p>Staff cannot access the Car Park during drop off and pick up times 8.30 – 9.15, 3.00 – 3.30.</p>	
1.5 Planning movement around the school				
<p>Movement around the school risks breaching social distancing guidelines</p>		<ul style="list-style-type: none"> • Circulation plans have been reviewed and revised. • One-way systems are in place where possible. • Corridors are divided where feasible. • Appropriate signage is in place to clarify circulation routes. • Pinch points and bottle necks are identified and managed accordingly. • Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round. • Pupils are regularly briefed regarding observing minimising contact with individuals and maintaining social distancing where possible. • Appropriate duty rota and levels of supervision are in place. 	<p>External doors and routes to be used to travel around the site, with corridors only being used to access the toilets. Exit from classroom fire exits, apart from Year 6 to use Fire escape for one way route.</p> <p>Staff and children to remain in year group zones.</p> <p>Update and refresh all signage around the school.</p> <p>Pinch points around lunchtime avoided by staggering and clear time expectations.</p> <p>Children remain in own classrooms, no swapping for phonics etc, or their own playground zones.</p> <p>Daily reminders of expectations to start the day.</p> <p>TAs & Teachers , <u>ensuring there is at least one adult per class on duty</u>, to supervise at break times. Allocated MDS to supervise classes at break time.</p>	

		Games which encourage social distancing and limited use of equipment are to be provided by staff.	
1.6 Curriculum organisation			
<p>Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened</p>	<ul style="list-style-type: none"> • Gaps in learning are assessed and addressed in teachers' planning. • Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. • Plans for intervention are in place for those pupils who have fallen behind in their learning. 	<p>Informal assessments to take place through normal class work – low stake. <u>Some internal assessments/tests started in 4th week to identify gaps.</u></p> <p>Home Education <u>and blended learning</u> will follow in school curriculum mapping and learning. Children will be able to review and recap learning that has taken place in school at home.</p> <p>Links identified to Oak National.</p> <p>Catch up conferencing to be used by teachers with TA/Cover teacher used to supervise class.</p> <p><u>EYFS</u></p> <p>For children in Nursery: focus on the prime areas of learning, including communication and language; personal, social and emotional development (PSED); and physical development</p> <p>For children in Reception: focus on the above, but also assess and address gaps in language, early reading and maths, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary</p> <p><u>For pupils in KS1 and KS2</u>, prioritise: Identifying gaps and re-establishing good progress in the 'essentials' (phonics and reading, increasing vocabulary, writing and maths). NO TESTING</p>	

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			Identifying opportunities across the curriculum so they read widely Developing their knowledge and vocabulary	
1.7 Staff workspaces				
Staff rooms and offices do not allow for observation of social distancing guidelines		<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff have been briefed on the use of these rooms. 	Allocated spaces for PPA/Staff Nursery – Remain in Nursery Reception & Yr1 – Main Staffroom, Year 2 – PPA Room Year 3&4 – Intervention Room Year 5 & Year 6 – Spare Year 5 Furniture positions moved and reviewed. Soft chairs sprayed with fabric disinfectant daily removed. Computers/Photocopier placement reviewed for each area. Guidance for staff placed in staff guide for September return.	
1.8 Governance and policy				
Governors are not fully informed or involved in making key decisions		<ul style="list-style-type: none"> Online meetings are held regularly with governors. Governing bodies are involved in key decisions on reopening. Governors are briefed regularly on the latest government guidance and its implications for the school. 	Monthly Meetings to continue and school opening and procedures to be a standing item. All reopening documents shared with governors and weekly updates continue to be sent for at least the first half term. HoS to forward any relevant guidance as part of weekly updates. All governors to be reminded to read updates sent from The Key and other sources.	
1.9 Policy review				
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other		<ul style="list-style-type: none"> All pupils, staff and volunteers are aware of all relevant policies and procedures including, but not limited to, the following: <ul style="list-style-type: none"> Health and Safety Policy Allergies and First Aid Policy Coronavirus (COVID-19) Recovery and Resumption Procedures Checklist 	Particular focus for training in September around symptoms, what to do if someone exhibits symptoms in school or in their household.	

<p>policies are no longer fit for purpose in the current circumstances</p>		<ul style="list-style-type: none"> • Safeguarding Policy (including COVID-19 addendum) • Behaviour Policy (included COVID-19 adaptations) • All staff have regard to all relevant guidance and legislation including, but not limited to, the following: <ul style="list-style-type: none"> • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 • The Health Protection (Notification) Regulations 2010 • Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' • DfE and PHE (2020) 'COVID-19: guidance for educational settings' • Staff receive any necessary staff updates (training) that helps ensure there is a happy and safe school environment, e.g. infection control training and pupil wellbeing training. • The school keeps up-to-date with advice issued by, but not limited to, the following: <ul style="list-style-type: none"> • DfE • NHS • Department of Health and Social Care • PHE • All staff, parents and pupils are made aware of any infection control procedures and social distancing arrangements for when the school reopens via email. • The SBM conducts a review of all supplier and contractor arrangements to ensure they are appropriate for the school reopening to more pupils. • The SLT reviews relevant school policies to ensure they account for new provisions, e.g. reduced class sizes, behaviour expectations and staffing ratios. • All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. • Staff, pupils, parents and governors have been briefed accordingly. 	<p><u>Follow-up information sent to families and staff, with regular updates each week.</u></p> <p>Relevant updates continue to be shared with all members of SLT and admin (and if necessary shared with other staff).</p> <p>Infection control procedures and social distancing arrangements placed in parent guide for the September return <u>and follow up information/reminders as needed.</u></p> <p>Reiterate points made in July communication. Signage around the school to act as reminders.</p> <p>Policies have been reviewed and addendums created for appropriate policies, such as Behaviour.</p>	
<p>1.10 Communication strategy</p>				
<p>Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health</p>		<ul style="list-style-type: none"> • Communications strategies for the following groups are in place: <ul style="list-style-type: none"> • Staff • Pupils • Parents • Governors/Trustees • Local authority • Regional Schools Commissioner • Professional associations 	<p>Initial correspondence sent to staff and parents in July to identify key changes/actions for September.</p> <p>Staff training sessions prior to Summer holidays and again on INSET days to ensure all procedures are clear. Weekly correspondence sent to staff <u>and</u> parents and governors to</p>	

		<ul style="list-style-type: none"> Other partners 	<p>continue. Expectation for staff to check emails daily for time sensitive updates as there will no morning meeting to share messages. Daily briefings for children in classes. Weekly updates, as appropriate for children through assemblies.</p>	
1.11 Staff induction and CPD				
Staff are not trained in new procedures, leading to risks to health		<ul style="list-style-type: none"> A staff guide is available to all staff on the shared drive Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> Infection control Fire safety and evacuation procedures Constructive behaviour management Safeguarding Risk management 	<p>Staff guide produced specifically for return. Shared prior to return, reviewed on INSET. Risk assessment also to be shared in this way. Staff to complete online Health and Safety Training.</p>	
New staff are not aware of policies and procedures prior to starting at the school when it reopens		<ul style="list-style-type: none"> Induction programmes are in place for all new staff – either online or in-school – prior to them starting. The staff guide is issued to all new staff prior to them starting. 	<p>New Staff Induction to be completed by DHT, and with regular check ins over the first few weeks.</p>	
1.12 Risk assessments				
Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of the system of controls		<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> Minimising 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 Clean hands thoroughly more often than usual Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents Minimise contact between individuals and maintain social distancing wherever possible Where necessary, wear appropriate personal protective equipment (PPE) 	<p>Clear guidance provided to all staff and families. Enhance this with training for admin and SLT and have printed protocol/diagram of what to do in case of reported symptoms or confirmed case. Hand sanitising/cleaning to be part of entry to school, from break and before leaving for the day. Staff to wash hands when children do also. Hand washing and sanitising to take place in class where possible.</p>	

		<ul style="list-style-type: none"> • Engage with the NHS Test and Trace process • Managed confirmed cases of coronavirus (COVID-19) amongst the school community • Contain any outbreak by following local health protection team advice 	<p>Daily reminders of effective hand washing and good respiratory hygiene with classes. Posters and prompts around school about effective handwashing and good respiratory hygiene. Continue with enhanced cleaning materials and processes – logs to be kept of cleaning of toilets and checks for soap, sanitiser and paper towels. Social distancing expectations in staff and parent guides, in posters around a school, and in daily teaching reminder session. SLT to monitor and continue to reinforce with staff and families the expectations. PPE available for cleaning, first aid, intimate care or when 1:1 support has been risk assessed to require it – These will be reviewed fortnightly by AHT Inclusion. Implement Croydon guidance on Test and Trace, Managing a confirmed case or outbreak.</p>	
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19				
2.1 Cleaning				
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required		<ul style="list-style-type: none"> • A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening. • An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. • Enhanced cleaning including cleaning frequently touched surfaces often, using standard products such as detergents • Working hours for cleaning staff are increased. 	<p>Cleaning staff are employed by school and have already been involved in deep cleaning and the use of the new materials throughout 'closure'. Site manager reviews training with them regularly. Cleaners are assigned to zones and prioritise cleaning frequently touched surfaces and toilets. Hoovering/floor cleaning is kept to a minimum to allow greater</p>	

			focus on above. Additional hours and during the day cleaning allocated, where possible and targeted at the toilets for younger children.	
2.2 Hygiene and handwashing				
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency		<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 	<p>Additional cleaning materials have been purchased above and beyond need and are being stored safely around the school site. <u>A regular weekly standing order has been placed to ensure stocks do not run low.</u></p> <p>Hand soap and sanitiser is provided in bottles in every classroom and staff space. Additional sanitiser dispensers are placed outside classrooms and staff spaces. Daily log of checks put in place for checking soap, <u>and sanitiser and towels</u> throughout the day. <u>Hand dryers have been turned back on following advice from PHE (Croydon)</u></p>	
Pupils forget to wash their hands regularly and frequently, or forget good respiratory hygiene		<ul style="list-style-type: none"> Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. Staff training includes the need to remind pupils of good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. Hand sanitiser provided and encouraged to be used 	<p>Full adult supervision given at key handwashing times. Daily reminder teaching sessions. Posters and prompts around the site. TA's to accompany younger children to the bathroom to ensure children wash their hands. Hand soap, sanitiser and paper towels. Staff guide and training pre summer and INSET day. <u>Hand dryers have been turned back on following advice from PHE (Croydon)</u></p>	
2.3 Clothing/fabric				

<p>Not wearing clean clothes each day may increase the risk of the virus spreading</p>		<ul style="list-style-type: none"> • Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks. • Expectations and guidance are communicated to parents. 	<p>School uniform to be worn by pupils, with trainers to allow for physical activity outside. PE kit to be worn on PE days. Staff reminded the expectations of business dress. Both to be placed in staff and parent guides. Request daily cleaning of external garments where possible.</p>	
<p>The use of fabric chairs may increase the risk of the virus spreading</p>		<ul style="list-style-type: none"> • Take fabric chairs out of use where possible, and fabric disinfectant sprayed daily. • Where that is not possible then ensure chairs are limited to single person use. 	<p>Staff warned about the possible use of fabric chairs – although guidance has now been dropped, so it is staff choice, and they are sprayed daily. Fabric chairs removed for children.</p>	
<p>2.4 Testing and managing symptoms</p>				
<p>Testing is not used effectively to help manage staffing levels and support staff wellbeing</p>		<ul style="list-style-type: none"> • Guidance on getting tested has been published. • The guidance has been explained to staff as part of the induction process. • Post-testing support is available for staff through the school’s EAP provider. 	<p>Testing guidance published in staff and parent guides. Guidance reviewed as part of INSET training in September. Guidance is also posted in staff areas around the school. Follow-up information sent to staff and families. Government and local guideleines shared as received with admin and SLT, and staff/parents If applicable.</p>	
<p>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</p>		<ul style="list-style-type: none"> • Temperature checks are carried out on arrival and before entering the school building. • Robust collection and monitoring of absence data, including tracking return to school dates, is in place. • Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative. • Home testing kits are available and can be provided to parents if providing one will significantly increase the likelihood of a child with symptoms getting tested • Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply. 	<p>Due to the large numbers of children entering our site and that all classrooms (apart from Year 6) have an external door we will not take temperatures as they enter, but each class will have a temperature taking time slot at the start of each day – we will use a mixture of thermal cameras and hand held non-contact thermometers. All adults to check their temperature on entry. All visitors/contractors to check</p>	

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		<ul style="list-style-type: none"> • A record of any COVID-19 symptoms in staff or pupils is reported to the trust. • HSE informed via RIDDOR of any member of staff tested positive for COVID-19 where there is reasonable evidence that it was contracted at work. 	<p>temperature on entry. Two members of SLT will work with EWO and admin staff to review and follow up on Absence. Section of SLT office allocated for children exhibiting symptoms as they can be seated by open doors. Medical room not to be used as lack of ventilation and close to classrooms and other work areas. Croydon guidance around isolation, reporting etc to be followed. Specific guidance placed in parent and staff guide. Home testing kits to be provided —need to clarify where these are coming from—<u>if needed due to lack of availability.</u></p>	
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19		<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. • This guidance has been explained to staff and pupils as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. 	<p>Initial communication sent July 2020 to outline key points for staff and parents. Google forms provided for questions to be raised, follow up FAQs sent prior to the end of term. Staff and parent guides sent prior to September return. Training on INSET day in September.</p>	
Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school		<ul style="list-style-type: none"> • Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. • This guidance has been explained to staff and pupils as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to staff, parents and pupils as appropriate. 	<p>Initial communication sent July 2020 to outline key points for staff and parents. Google forms provided for questions to be raised, follow up FAQs sent prior to the end of term. Staff and parent guides sent prior to September return. Training on INSET day in September.</p>	
2.5 First Aid/Designated Safeguarding Leads				
The lack of availability of designated First Aiders and		<ul style="list-style-type: none"> • First Aid certificates extended for three months. • A programme for training additional staff is in place. 	<p>26 qualified first aiders on staff. Additional staff to be <u>ing trained and</u></p>	

Designated Safeguarding Leads puts children's safety at risk			<u>to be</u> -trained when possible through online training.	
2.6 Medical rooms				
Medical rooms are not adequately equipped or configured to maintain infection control		<ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms. Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. PPE provided to staff carrying out first aid procedures or for a child requiring intimate care PPE provided to staff caring for an individual with symptoms 	Full first aid kits collated for each year group, in addition to classroom first aid kits. First Aid will be dealt with in class/year group unless higher level first aid is needed and then they will be sent to the medical room.	
2.7 Communication with parents				
Parents and carers are not fully informed of the health and safety requirements for the reopening of the school		<ul style="list-style-type: none"> As part of the overall communications strategy referenced in 1.12, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools. 	Initial communication sent July 2020 to outline key points for staff and parents. Google forms provided for questions to be raised, follow up FAQs sent prior to the end of term. Staff and parent guides sent prior to September return. Training on INSET day in September.	
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19		<ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website. 	Key messages placed on parent and staff weekly memo Main page of website to be updated <u>as necessary</u>	
2.8 Personal Protective Equipment (PPE)				
Provision of PPE for staff where requirement is not in line with government guidelines		<ul style="list-style-type: none"> Sufficient PPE has been procured, and staff are aware that they can wear it if they prefer PPE is supplied to all staff but is prioritised for BAME staff and those with underlying health conditions Those staff required to wear PPE (e.g. first aid, SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. 	Information placed in staff guide, so staff are aware of the availability and purpose of PPE. Locations of PPE identified.	

		<ul style="list-style-type: none"> • Staff are reminded that wearing of gloves is not a substitute for good handwashing. 		
3. Maximising social distancing measures				
3.1 Pupil behaviour				
Pupils' behaviour on return to school does not comply with social distancing guidance		<ul style="list-style-type: none"> • The school's behaviour policy has been revised to include an addendum regarding compliance with social distancing and this has been communicated to staff, pupils and parents. • Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. • Staff model minimising contact and social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are structured to support social distancing and are closely supervised. • Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. • Messages to parents reinforce the importance of social distancing. • Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations. 	<p>See behaviour addendum to new behaviour policy. Will be shared with staff on training prior to summer and INSET day. Recorded presentation sent out to families before return.</p> <p>Daily messages presentation for children at start of the day. All posters refreshed and added to around the site. No assemblies, use of hall other than for dinners. Playground spaces allocated to year groups. Initial communication sent July 2020 to outline key points for staff and parents. Google forms provided for questions to be raised, follow up FAQs sent prior to the end of term. Staff and parent guides sent prior to September return. Training on INSET day in September.</p> <p>EYFS team held a staff meeting to agree their approaches to the guidance (see EYFS risk assessment)</p>	
3.2 Classrooms and teaching spaces				
The size and configuration of classrooms and teaching spaces does not support compliance with minimal contact		<ul style="list-style-type: none"> • Furniture is rearranged to enable pupils to sit side by side, facing forwards • All furniture not in use has been removed from classrooms and teaching spaces. • Arrangements are reviewed regularly. 	<p>Furniture arranged in this way from Year 1² up. Year 1 will transition when ready. There must be no soft/cloth furnishings or toys in any classrooms.</p> <p>Children will only be allowed to bring a filled water bottle/s, packed lunch if needed, and coat/jacket if the weather needs it. These items are to be kept on or under their desk/chair (apart from EYFS). No 'carpet' areas for</p>	

			<p>seating are to be used from Year 2 up. Lessons must be planned for individual or paired work – no group work from year 2 up. Children must have allocated seats/desks and not sit elsewhere, unless the area is cleaned before and after. Leaders will continue to walk the school, particularly at times when transitions are at a minimum. Each classroom will need to leave a space by the door where no children, furniture or equipment will be, enabling leaders to enter the classroom, speak to children, observe learning and generally be present around the school. Use of resources is to be kept to a minimum – You use it, You clean it. Resources that are shared in anyway in a class must be cleaned daily. EYFS to disinfect spray daily. If resources can not cannot be cleaned they must be left for 48 hours (or 72 hours if plastic) before another use. IT equipment will be allocated to classrooms and cleaned with appropriate wipes after use. Children’s books and personal stationery are to be placed in a tray to share with their partner on their tables. We have collected margarine/take away/similar tubs for us to use for children to sharpen their pencils in. All items that children will need for their learning for the day must be placed on their tables at the start of the day – not given out during the sessions. Any use of paper resources must be kept to a minimum. Each child is to choose/be allocated two reading books on a Monday. One</p>	
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			<p>book stays in school and only they use it (placed in their tray), the other book goes home for home reading. Books are then returned on a Friday. Those that have been in school need to be quarantined over the weekend, those from home need to be quarantined for a week, before they can go back into circulation to be chosen. Reading records are to remain at home. The Library will be emptied of books and distributed around the school.</p> <p>Where possible staff to be at the front, side or back of room. Children who may need extra support or check in should be placed near one of these areas for easy access. Staff should remain at adult height and side on to children where possible.</p> <p>Children to hang their coats on the back of their chairs, water bottles on their own desks, and anything else placed under their desks. Apart from EYFS. All rooms must always have good ventilation. All windows and doors to be held open.</p>	
3.3 Movement in corridors				
<p>Minimal contact guidance is breached when pupils circulate in corridors</p>		<ul style="list-style-type: none"> • Circulation plans have been reviewed and amended. • One-way systems are in operation where feasible. • Circulation routes are clearly marked with appropriate signage. • Any pinch points/bottle necks are identified and managed accordingly. • The movement of pupils around school is minimised as much as possible. • Where possible, pupils stay in classrooms and staff move around. • Pupils are briefed regularly regarding observing minimising contact and social distancing where possible, whilst circulating. • Appropriate supervision levels are in place. 	<p>Children/staff to use external doors and routes when possible, even if this means a longer journey. Corridor use to be limited, such as accessing the toilets. One-way system around outside of the site for drop off and pick up. All posters/signage refreshed and added to around the site.</p> <p>Daily messages presentation for children at start of the day.</p> <p>Children supervised at all points.</p>	
3.4 Break times				

Pupils may not observe social distancing at break times		<ul style="list-style-type: none"> • Break times are staggered. • External areas are designated for different groups. • Pupils are reminded about minimising contact and social distancing as break times begin. • Social distancing signage is in place around the school and in key areas. • Supervision levels have been enhanced, especially with younger pupils, to support social distancing. 	<p>Daily messages presentation for children at start of the day.</p> <p>Children supervised at all points.</p> <p>Playground spaces allocated to year groups. All posters/signage refreshed and added to around the site.</p>	
3.5 Lunch times				
Pupils may not observe social distancing at lunch times		<ul style="list-style-type: none"> • Pupils are reminded about minimising contact and social distancing as lunch times begin. • Pupils wash their hands before and after eating. • Guidance has been issued to parents and pupils on packed lunches (e.g. the use of disposable bags instead of lunch boxes). 	<p>Daily messages presentation for children at start of the day.</p> <p>Children supervised at all points.</p> <p>Playground spaces allocated to year groups. All posters/signage refreshed and added to around the site.</p> <p>Hot dinners initially provided for UFSM and FSM only.</p>	
3.6 Toilets				
Queues for toilets and handwashing risk non-compliance with social distancing measures		<ul style="list-style-type: none"> • Queuing zones for toilets and hand washing have been established and are monitored. • Floor markings (using low residue tape) are in place to enable social distancing. • Pupils know that they can only use the toilet one at a time. • Pupils are encouraged to access the toilet throughout the day to help avoid queues. • The toilets are cleaned frequently. • Monitoring ensures a constant supply of soap and paper towels. • Bins are emptied regularly. • Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. 	<p>Toilets allocated to year groups. Staff toilets allocated also. In KS1 corridor, cubicles assigned to year groups. Only one child per class to go the toilet at a time. In Year 3 and below an adult to accompany to ensure there are not too many children in the toilet and proper handwashing takes place.</p> <p>Children to sanitise their hands in class after toilet visits. In year 5 and 6 toilets to be unisex so children use the toilet on their own corridor.</p>	
3.7 Medical Rooms				
The configuration of medical rooms may compromise social distancing measures		<ul style="list-style-type: none"> • Social distancing provisions are in place for medical rooms. • Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged. 	<p>Only one child and one adult to be in the medical room at any point. Back door to corridor to be left open if someone is in there, unless privacy is</p>	

		<ul style="list-style-type: none"> Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. 	needed. Part of SLT office allocated for suspected cases near open doors.	
3.8 Reception area				
Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines		<ul style="list-style-type: none"> Social distancing points are clearly set out, using floor markings, continuing outside where necessary. Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). Non-essential deliveries and visitors to school are minimised. Arrangements are in place for segregation of visitors. 	Parents are not to enter school office. Contact to be made via email or phone. If a parents/visitors does need to attend site this will be done by appointment only. Protective Screen in place for reception area. No more than three staff to work in main office at any point. Full ventilation from roof light, and no use of Aircon system. Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk).	
3.9 Arrival and departure from school				
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply		<ul style="list-style-type: none"> Start and finish times are staggered. The use of available entrances and exits is maximised. Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points. Processes are in place for the removal of face coverings when pupils and staff who use them arrive at school Weekly messages to parents stress the need for social distancing at arrival and departure times. 	Extended drop off and pick up time rather than staggered due to site and siblings. Families encouraged to leave children at the gate – parent guide. Possible social distancing issues at back gate shared with families. KS2 front and back gate open for circulation, with SLT on all external gates. Children to enter through classroom fire exits, <u>office or library area</u> . All posters/signage refreshed and added to around the site. All classes and entrances to have yellow medical bags for disposal of face masks if disposable. Yellow bags available for disposal of face masks if needed. If mask is not disposable, staff/children to have a plastic	

			bag/ holder to place them in whilst in school. To be kept in their bag/desk. Additional pathway markings to be put in place for new routes.	
3.10 Transport				
The use of public and school transport by pupils poses risks in terms of social distancing		<ul style="list-style-type: none"> Guidance is in place for pupils and parents on how social distancing can be observed on public and school transport. This includes advice on the use of face coverings if pupils are travelling with children other than from their own class. 	Initial communication sent July 2020 to outline key points for staff and parents. Google forms provided for questions to be raised, follow up FAQs sent prior to the end of term. Staff and parent guides sent prior to September return. Training on INSET day in September.	
3.11 Staff areas				
The configuration of staff rooms and offices makes compliance with social distancing measures problematic		<ul style="list-style-type: none"> Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for minimising contact and social distancing between staff. 	Additional spaces that are not being used to create additional staff and PPA rooms (4 spaces provided) to allow staff to have break out spaces in each zone. Nursery – own Rec and Yr1 – Staffroom Yr 2 – PPA Room Yr3 & 4 – Intervention Room Yr5 & 6 – Spare Year 5	
4. Continuing enhanced protection for children and staff with underlying health conditions				
4.1 Pupils with underlying health issues				
Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them		<ul style="list-style-type: none"> Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon. The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. Schools have a regularly updated register of pupils with underlying health conditions. 	AHT to contact parents of children with known medical issues to discuss their personalised approaches and risk assessments. Parents to be surveyed about concerns related to anxiety, or medical concerns and communication to be made by AHT or member of SLT.	
4.2 Staff with underlying health issues				

<p>Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them</p>		<ul style="list-style-type: none"> All members of staff with underlying health issues, those within vulnerable groups have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. 	<p>HoS to survey staff with known and unknown medical issues and concerns. Individual risk assessments put in place for relevant staff. Opportunities encouraged and promoted for anonymous or in person discussions about concerns or issues.</p>	
<p>5. Enhancing mental health support for pupils and staff</p>				
<p>5.1 Mental health concerns – pupils</p>				
<p>Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</p>		<ul style="list-style-type: none"> There are trained staff available to support pupils with mental health issues. The number of training staff is increased when training is available. There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). Resources/websites to support the mental health of pupils are provided. 	<p>Training has taken place during lockdown, through P2B and other providers for all staff. Initial training took place with all staff prior to phased return and regular updates sent in staff weekly memo. Further training will be given on the INSET day and regular inputs moving forward. 3 staff already trained as mental health first aiders. AHT to be qualified in Autumn. P2B provision also used. Allocated 'Reflection' time to be put in place daily for first few weeks and then reviewed. Worry boxes being placed in all classes. Staff to inform make AHT for wellbeing if they become aware or have any concerns about the mental health of parent/carers and support children who may be dealing with difficult situation at home.</p>	
<p>5.2 Mental health concerns – staff</p>				
<p>The mental health of staff has been adversely affected during the period that the school has been closed and</p>		<ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. 	<p>AHT for Wellbeing is working on an overall approach and monitoring for staff. This is linked to the TPA working party work. P2B to be directed or</p>	

by the COVID-19 crisis in general		<ul style="list-style-type: none"> Staff briefings and training have included content on wellbeing. Staff briefings/training on wellbeing are provided. Staff have been signposted to useful websites and resources. 	offered to staff who identify or are identified as needing it.	
Working from home can adversely affect mental health		<ul style="list-style-type: none"> Staff working from home due to self-isolation have regular catch-ups with line managers. Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. Appropriate work plans have been agreed with support provided where necessary. Staff working from home may help provide remote learning for any pupils who need to stay at home. 	AHT for Wellbeing is working on an overall approach and monitoring for staff. This is linked to the TPA working party work.P2B to be directed or offered to staff who identify or are identified as needing it.	
5.3 Bereavement support				
Pupils and staff are grieving because of loss of friends or family		<ul style="list-style-type: none"> The school has access to trained staff who can deliver bereavement counselling and support. Support is requested from other organisations when necessary. 	P2B to be directed or offered to staff who identify or are identified as needing it. SLT have all completed bereavement training and will refer to the bereavement policy where needed.	
6. Operational issues				
6.1 Review of fire procedures				
Fire procedures are not appropriate to cover new arrangements		<ul style="list-style-type: none"> Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> Reduced numbers of pupils/staff Possible absence of fire marshals Social distancing rules during evacuation and at muster points, if safe to do so Possible need for additional muster point(s) to enable social distancing where possible Staff and pupils have been briefed on any new evacuation procedures. Fire marshals have been trained and briefed appropriately. 	Headcounts to be used for roll call – staff to record number on the board in the morning as a prompt. Practice in first week completed 2min 20s all clear, 4 minute all roll calls completed (11/09) . Year groups to muster in own playground zone_s, (apart from Year 6 to go on astroturf) apart from Reception who will muster in the car park, and Nursery on Pathway.	
Fire evacuation drills - unable to apply social distancing effectively		<ul style="list-style-type: none"> Plans for fire evacuation drills are in place which are in line with social distancing measures. 	Year groups to muster in own playground zones (apart from Year 6 to go on astroturf) , apart from Reception who will muster in the car park, and Nursery on Pathway.	

Fire marshals absent due to self-isolation		<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	Daily SLT lead to identify fire marshals and zones to be checked.	
6.2 Managing premises				
All systems may not be operational		<ul style="list-style-type: none"> Government guidance is being implemented where appropriate. All systems have been recommissioned. Coronavirus (COVID-19) Recovery and Resumption Procedure checklist completed 	End of Summer check in place to review Summer Works.	
Statutory compliance has not been completed due to the availability of contractors during lockdown		<ul style="list-style-type: none"> All statutory compliance is up to date. Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. 	Site has been fully operational, and all checks have remained in place.	
6.3 Contractors working on the school site				
Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control		<ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. An assessment has been carried out to see if any additional control measures are required to keep staff, pupils and contractors safe. Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. Temperature checks are carried out on arrival and before entering the school building. Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). 	All visitors to sign in at the office using the Entry Sign system and to attend by appointment only. Hand Sanitiser available. Phone numbers collected. Office staff sign in via Entry Sign, and visitor stickers to be given not lanyards.	
7. Finance				
7.1 Costs of the school's response to COVID-19				
The costs of additional measures and enhanced services to address COVID-19		<ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced. The school's projected financial position has been shared with trust. 	At the end of Q1 finances still seem on track as other areas have been	

when reopening places the school in financial difficulties			underspent such as supply teaching and consumables.	
8. Governance				
8.1 Oversight of the governing body				
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.		<ul style="list-style-type: none"> The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The HTs report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility. 	Weekly governor updates to be sent weekly. Monthly meetings to continue. Weekly catch up with Chair and HoS, <u>when possible</u> .	
9. Additional site-specific issues and risks				
Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them				
Additional Teaching and Learning Guidance		<ul style="list-style-type: none"> During morning drop off, 8.30am – 9.105am, Early Morning Work or challenges to be available during this extended time. From 3pm (at the latest) reading for pleasure to take place in all classrooms to support extended pick up time. Teacher to look out for parents and make sure children are ready to leave promptly from 3pm. All PE to be taught outdoors only, in allocated playground zones. One PE Session plus regular opportunities for 'dash' type activities to take place. If you use PE Equipment you are responsible for cleaning it, and the above quarantine rules apply before another group can use it. Children will come in to school in their school PE kit, on their PE days. No singing, chanting or blowing instruments are allowed, so we will put a pause on music teaching for at least the first half term and review. <u>Singing can take place outside in smaller groups, socially distanced</u> Daily 'Reflection' times to be introduced (like circle time). Reflection Journals to be introduced as discussed in PSHE training. Assemblies will take place twice per week and will be streamed via Zoom/<u>recorded in advance</u> which you will access in your classrooms at the allocated times. No swapping for phonics, AND phonics to be <u>taught twice daily</u> in Reception, Year 1 and Year 2. We will look at what phonics support may be needed for Year 3. 1:1 reading to be carried out at adult height, or in very short sessions sitting side on with children. The library will be closed, and the books are being redistributed around the school to classes. (see above) 		

		<ul style="list-style-type: none"> Reduction in teacher talk and the curriculum (initially), using techniques learnt from lockdown teaching. Guidance on any interventions that may be possible will be given by Natalie. Although the guidance states teachers can take sets of books home, we would prefer not to put teachers at any additional risk. Marking/feedback can be given verbally, through self-marking, written on labels and stuck in books during class time, or photographs taken and uploaded to ClassDojo for feedback. More frequent 'brain' breaks and shorter lessons/chunked learning as children may not be used to focussing for extended times. Possible virtual cross class activities Via Google classrooms to get some sense of community (further training and guidance will take place in Autumn) Each Year Group has an additional teacher allocated for part or the whole week who will release class teachers for PPA/TLR/NQT time. 		
Additional Communication		<ul style="list-style-type: none"> We plan to organise a 'Reverse' parents evening for the third week of term, where parents can book to have a virtualZoom meeting with teachers to tell you about their child and how they managed during lockdown. We will not be able to hold staff meetings together, so we will continue to use Zoom, but staff can access these in school. We will not be holding morning meetings, so it will be even more important that staff check and read their emails at least daily. Curriculum evenings and parent workshops will be recorded and sent to parents. Jo G will share our new behaviour policy to parents, with an addendum related to Covid-19. 		
Operation of School Office		<ul style="list-style-type: none"> Only three office staff will work in the main office at any time so they can distance. No other members of staff are to enter the office unless asked to or invited in by a member of the office team. Communication must be made via telephone or email. First aid stations will be placed around the school, and children should not be sent to the office for first aid unless this has been agreed with a member of the office. For children who need medication during the day, a member of the office staff will come to the classroom/zone to administer this. 		
Breakfast and After School Club		<ul style="list-style-type: none"> We have already communicated to parents that we will be placing a limit on numbers and that bookings will be made in advance. We will prioritise bookings. Children will remain in their year groups and will use one classroom in each year group for Breakfast (7.30 – 8.30) and After School Club (3.30 – 6.00). We will limit children so that distancing can be put in place as they will be mixing across class groups. Allocated outdoor spaces to be used. There will be no breakfast provided, although parents can provide a simple breakfast if they want. Sandwich and fruit will be provided (made by Pabulum) and delivered to classes for After School Club. 		

		<ul style="list-style-type: none"> Plans will be made for the types of activities the children can do, and year groups should decide if they will rotate rooms during the week. 		
Contact of shared resources resulting in indirect transmission of the virus		<ul style="list-style-type: none"> Children given basic stationery of, pencil (pen in UKS2) and sharpener in a plastic tub, and book for all work to be placed in their own carrier bag at their personal desk. Tubs of resources for individuals if needed – maths cubes etc – cleaned after Resources sterilised each night and left to dry Tables, door handles and other surfaces cleaned sterilised every night Lessons planned so resources are individual and not shared – or on teacher’s white board Resources on tables ready for lesson and not distributed within the lesson Children encouraged to wash hands / use hand gel before lessons and after each lesson, and on entering the classroom Adults will not mark children’s work in traditional way, but support them in self marking, use stickers/labels or photos placed on ClassDojo 		
EYFS (additional)		<ul style="list-style-type: none"> Hand held non-contact thermometer to be used rather than cameras. Children will engage in normal timetable and free flow as agreed by the staff. Parents to be made aware of this Coats to be placed on pegs, and water bottles put under coats. No book bags (encourage ereaders for home) Longer and earlier times for outdoor provision Book corners to be used but soft furnishings removed Spare clothes from school to be used – increase provision by asking PTFA second hand – Any clothes returned to be washed in school machine. 		