

MWAMBA

Molescroft & Woodmansey
Armoury for Monitoring Barrier
Arrangements



WOODMANSEY CE
PRIMARY SCHOOL



UPDATED COVID 19 RISK ASSESSMENT AND MANAGEMENT PLAN MARCH 8TH 2021 LOCKDOWN UPDATE WOODMANSEY SITE SPECIFIC

HANDS - FACE - SPACE NEW VARIANT COVID 19

So it is easy to reference them, changes to our MWAMBA are shown in red, however it is vital that all staff reacquaint themselves with all the arrangements which have developed and evolved since March 2020. The recent changes largely reflect the heightened concern regarding the new variant of Covid 19 which we are informed is significantly more transmissible.

We are looking forward to a brighter future and a return to more normality once the vaccines have been rolled out. Meanwhile staff have to accept an even greater level of physical isolation and separation for **at least until Easter 2021**. It is not what we would wish for, but maybe by **Easter** the greatest danger may have passed.

Specific changes to look out for are relating to:

- staff eating together,
- staff engaging in unnecessary conversation at close quarters in shared areas including the staff room,
- staff being even more rigorous regarding being on time at pick up and drop off times and in **NOT** being accessible to parents/carers at these times.
- protocols for meetings notably for staff across year groups (who will still need to meet) but will need to keep themselves safe,
- staff avoiding unnecessary visits to other year groups.
- **From 8th March 2021 all children will be in school and attendance is mandatory and fines for unauthorised absence are restored.**
- **Teachers will need to remind those returning for the first time since Christmas of all the routines and expectations. Particularly about the use of corridors and playtime expectations.**
- The measures tightened at the start of January remain relevant to the new situation.
- **Key Stage bubbles will remain but classes will work separately as much as possible. Key stages remain necessary for clubs, wrap-around care and staffing.**
- **Home-learning us to be set for any child isolating relating to COVID-19 on a day to day basis.**
- Woodmansey CE Primary School opened for pupils on Wednesday 9th September 2020. Since then every child in Year 1 to Year 6 is expected to attend. The Foundation Stage children enjoyed a shortened induction session on the first three days, prior to starting on Monday 14th September 2020.

Parents were fully aware that staggered times were scheduled so that there are no more than 30 parents on the playground at a time. Stars show parents where to stand and the “Yellow Brick Line” continues to provide a safe path in and out of the site.

The choice of the “Yellow Brick Line” was deliberate, to make it seem a little less strange and a little more fun for the children, particularly the younger ones. It remains however a very serious matter, that we must keep distant, we must keep all children with us and we **MUST** follow the “Yellow Brick Line” even if it seems a long way round. The system has handled the number of children and adults on the site extremely well.

A visit from Lauren Newham from Safety Services confirmed that our systems at both schools for drop off and pick up are extremely effective.

"Firstly I just want to thank you both for inviting me along to observe the morning drop offs at your schools.

It really was lovely to see how much thought you've put in to making the new experience for parents, staff and children both safe for everyone, and sensitive to the anxieties that children may be feeling through use of fun.

The use of 'yellow brick roads' and stars on the playground is absolutely inspired.

The experience I observed at both schools was nothing short of exemplary (even with the weather against you at Molescroft)!

It was well managed, calm, and orderly and it is clear that you both have fantastic parental engagement which is a credit to your communication with them. Regular reminders to parents regarding supporting you with social distancing measures are already in place, and may need to continue over the next few weeks and months.

Drop off's are notoriously one of the most challenging times of the school day in a normal world, never mind in the new COVID world, but you have seamlessly blended the guidance with creativity, through use of clear one way systems, staggered arrival times, and considered how to achieve distance between parents whilst stood on the playground to keep them safe. I observed no issues with 'pinch points.'

I agree that there is some flexibility in allowing shortened times in between arrival times, though you have taken the right approach in ensuring that this was considered on the basis of observing for a few weeks.

If I can be of any further support please get in touch but thanks once again, it really was a pleasure."

LAURA NEWHAM

A message from the East Riding of Yorkshire Council

The entire population has a role in keeping the East Riding COVID-safe. To do so, the people of East Riding are being asked to follow some simple guidance: Prevent, Notice and Act.

1. Prevent by keeping your distance and washing your hands
2. Notice the symptoms of COVID-19 (high temperature, new continuous cough, loss/change to sense of smell/taste)
3. Act by getting tested and staying home

If everyone follows these simple steps we can help to save lives and ensure the East Riding is a safe place to live, work, shop, learn, play, invest and visit.

System of controls

In welcoming all pupils back in the autumn term, all schools were required to adhere to a system of controls that focuses on a series of enhanced hygiene measures to minimise risks and create a safer environment for pupils and staff.

RETURNING TO THE NEW NORMAL as LOCKDOWN eases Q&A

What are the guiding principles?

There are seven principles for the reopening of the full school and keeping it open!

1. Keeping everybody safe by particularly enforcing the Hands Face Space rules.
2. TEST and TRACE. This is to ensure that if there is a positive test result for Covid 19 in a pupil or member of staff, the whole school does not have to close, but a clear understanding of the close contact between people enables an effective isolation ensuring there is no spread of the virus in school.
3. Maintaining children in Key Stage Home Bubbles (EYFS/KS1 and KS2.)
4. For children to have as near normal an experience of school as possible with a full restoration of high expectations, pace and challenge.
5. To offer a system which recognises the place the school plays in the daily lives of parents.
6. Putting in all the necessary strategies to fill gaps in learning following the lockdown across the summer term.
7. Ensuring those children receiving learning at home are not disadvantaged in comparison to those still attending.
8. Off site LFD testing for staff and possibly pupils twice a week.

The definition of Close Contact

WHY? — to ensure if a case is identified by someone in the community or our own communities, we know who to track and trace and isolate.

What is meant by a contact

A contact is a person who has been close to someone who has tested positive for COVID-19. You can be a contact anytime from 2 days before the person who tested positive developed their symptoms, and up to 10 days after, as this is when they can pass the infection on to others. A risk assessment may be undertaken to determine this, but a contact can be:

- anyone who lives in the same household as another person who has COVID-19 symptoms or has tested positive for COVID-19
- anyone who has had any of the following types of contact with someone who has tested positive for COVID-19:
 - face-to-face contact including being coughed on or having a face-to-face conversation within one metre
 - been within one metre for one minute or longer without face-to-face contact
 - sexual contacts
 - been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)
 - travelled in the same vehicle or a plane

An interaction through a Perspex (or equivalent) screen with someone who has tested positive for COVID-19 is not usually considered to be a contact, as long as there has been no other contact such as those in the list above.

Management of the Schools in a crisis.

WHY? — to ensure the continuity of service, policy and practice.

Woodmansey

- Should the Head of School have to isolate due to a positive test, Mrs. Grainger will be deployed to be the physical lead on site until the Head of School can return. She will work Full Time. Meanwhile at Molescroft Mrs. Crofts will go to full time to cover Mrs. Grainger's absence.
- Should there be a serious long term absence of the Head of School, Mrs. Grainger will be asked to remain in post at Woodmansey for as long as she is required. Arrangements will then be made to secure the long term cover of her teaching commitments at Molescroft (ideally with Mrs. Crofts at MPS) or alternatively an alternative solution will be considered involving either an alternative member of the MPS team taking on or sharing the role with Mrs. Grainger. This should be able to be resolved within a month at maximum.
- Should the Head of School be unable to return, a new appointment to the school will be recommended to the Governors of WPS from MPS as per the agreement between the schools.

Molescroft

- Should the Head Teacher test positive and have to isolate there are sufficient senior managers on site to maintain the management of the school. If well enough, the Head Teacher can continue to make decisions from home, but the physical management of the school will be led by Mrs. Hakner supported by Mrs. Tonks.
- Should there be a serious long term absence of the Head Teacher, Mrs. Hakner will take on the responsibilities of Head Teacher. She may draft in further support to cover her responsibilities. e.g. Mrs. Charlton for SEN support and/or Mrs. Martin. Also support for ITT could be delegated to other members of the team. Mr. Williams is already leading on KS1. During the quieter period for the TSA, Mrs. Tonks will support the overall leadership of the school, particularly in reference to pastoral issues - staff and children.
- Should the Head Teacher die, the above will continue, to be the strategy, however Mrs. Hakner will need to have the backing of a non teaching SMT member. Again if the TSA is not particularly demanding attention, then Mrs. Tonks can probably be this person. If however the school is fully open again and national initiatives are restoring, it will probably be required that Mr. Atkinson become largely non teaching to support SMT (Y2 & Y6 thus remain unaffected and Mr. Britton able to maintain his DSL and PP roles) and extra staffing be found for FY. Mrs. Hulse may be able to increase her commitment to cover more of Mr. Atkinson, or possibly the chance for Miss Power to return early, maybe on a part time basis?

Timing is everything!

WHY? — because it helps to maintain social distancing.

- Staff are ultra organised and prepared. Timing is everything; staff are prompt particularly re pick up and drop off arrangements arriving at least two minutes early. Teachers are not to engage in conversation with parents/carers at these moments. Bethan will move any parent aside if safe to do so, if there is need to deal with an issue.

•We recognised that Staff would initially find the organisation potentially stressful, but like as in June, quickly everyone became used to the new normal. However our time keeping still needs to be extremely tight. Mr. Taylor keeps a close eye on the clocks, but the most accurate clock is the one on a phone. Setting “repeat” alarms on phones is the best way to manage this.

•Management of the pick up and drop off arrangements will remain in the hands of Bethan at the front gate in a morning and on the playground in the pm with a supporting teacher. It is clear that their presence is essential to maintain the importance of social distancing in the minds of the parents. **On the return of all pupils, it is important to have staff presence to ensure the expectations are maintained.**

What are the arrangements for dropping off and collecting children?

WHY? - because it ensures social distancing and ensures no child gets lost as most pupils have to be handed over at a distance.

•These remain the most vulnerable times of the day. There are staggered start and finish times for different groups of children. This is to ensure that parents/carers can maintain social distancing. There will be no more than 30 children being collected at a time on the playground.

•The timings are much tighter than in the Summer Term and deal with twice the number of children, it is even more important than before that this is not seen as a time for socialising and parents/carers are asked to be prompt, but not too early.

•Note: the car park gate must be closed at 8.20am and the playground gate locked once the last parent has left after 9am.

• Parents and Staff

- **Please remember that parents have been told that staff are not available for conversation at pick up or drop off times and at other times except by prior appointment. At the point of hand over it is fine for the teacher to make a quick announcement e.g. “they have worked really well today”. Parents have accepted this remarkably well. Staff must not compromise this understanding, by standing at the classroom door once the parents have been told to move on, in order to engage in conversation. Even if the intention was to only stand and smile, some parents will take the opportunity to stop and chat. **STAFF MUST NOT STAND AT CLASSROOM DOORS TO CATCH PARENTS’ EYES.** Any incidence of this causes “traffic” to back up on the promenade. This is the same effect as driving through motorway road works when the traffic stops for no apparent reason. Staff must remove themselves from view as soon as possible. It can cause all sorts of problems further down the line in the one way system. The SMT member on duty may engage in conversation if necessary, but within a Covid Secure Manner. This often means walking in a socially distanced manner backwards for a short duration!**
- If absolutely necessary, a parent must be placed on an identified spot which doesn’t impact on the free flow of those leaving the site, in order to converse remotely with a member of staff on duty.
- **Uncollected children are to wait in the classroom for a parent/carer to arrive. Parents will then collect from the main entrance, standing on a star.**

•Timings for drop off are as follows:

- 08:30am Nursery and the Foundation Stage - 18 children **plus staggered starts for new nursery starters.**
- 8.35am Year 1 & 2 - **23** children
- 8.40am Year 3 & 4 - 24 children
- 8.45am Year 5 & 6 - **19** children

•Timings for pick up are as follows:

- 15:00 Nursery and the Foundation Stage
- 15:05 Year 1 & 2
- 15:10 Year 3 & 4
- 15:15 Year 5 & 6

•If a parent is late for drop off, the parent must enter the site via the main entrance. Though it is sometimes possible for the person on duty to allow a child in if it is safe to shuttle the child to their classroom.

•After the site is sealed, late parents must bring children to the main school reception and await access being allowed for the child. Note adults must wear a face covering if entering the foyer and use hand sanitiser. Similarly if a parent is collecting a child during school hours.

•The Crossing Patrol is operational throughout the drop off and pick up periods so it is vital that those picking up by car observe of the parking restrictions and keep distant from the Crossing Patrol wardens. Traffic wardens still issue parking tickets from the first day of the school year onwards.

•PARENTS/CARERS AND GRANDPARENTS ARE REMINDED PLEASE DO NOT PARK IN OR ACROSS THE YELLOW ZIG ZAG LINES, OPPOSITE OR IN FRONT OR ANYWHERE NEAR THE CROSSING PATROL

•Clear directions remain with, the one-way system and the yellow “brick line” path, to guide the movement of parents around the site, which is mandatory. A map is provided for parents in newsletters. There are lines and stars painted at key movement points to ensure that parents can keep safely distant from each other. A film is available on the website to demonstrate the system. Parents stand on stars painted on the playground keeping parents socially distant and there is a formal visual hand over, during which **parents stand still and wait for all children to be matched to their parent/carer at pick up times or to their teacher at drop off times. This takes longer than normal.** A member of staff then indicates that parents and children can join the one-way system to leave the site. ‘Groups of parents may be asked to leave at brief intervals at a time to avoid a potential bottleneck at the school gate. We remind parents to move swiftly in a single file line. Parents are requested not to engage in conversation with their children’s teacher at these times. If a parent has an urgent message it should be sent to the teacher before 8am as teachers will check their emails at 8am. To be doubly certain, the email could be copied to the woodmansey.primary@eastriding.gov.uk address. **If however the message is important regarding the safety of a child, a phone call to the school office is essential.**

•Only one parent/carer can enter the site per child. Secondary aged pupils cannot enter with a parent, though if old enough, may be the sole carer at pick up. Parents with toddlers must keep their toddlers by their side at all times. This cannot be stressed enough.

•Children in Year 5 and 6 may enter the site without an adult to follow the line and wait on a star. This is based on the agreement that those children are mature enough to engage with the rules and are able to be left alone.

There have been examples of parents gathering outside the school gates in groups. The Head of School has encouraged them to come in and stand on a star and new signage has been placed reinforcing social distancing. It has also been noted that in poor weather the bus stop has been used as a rain shelter with multiple families using at one time. Reminders and letters have been sent to encourage parents to come dressed appropriately for the weather and to not use such spaces as shelters. **Reminders of the protocols were included in the March Newsletter.**

When do adults wear Face Coverings?

WHY? - because face coverings help prevent spread of Covid 19 from an infected person, who may also be asymptomatic.

- The scientific evidence shows that the chance of staff being infected by primary age children is “minimal”.
- However there is great concern of potential transmission between staff.

As a result of this:

- It is **strongly advised** that all Staff in East Riding Schools (except when there is a medical reason not to) wear face coverings in all corridors and other spaces when moving about inside a building except the home classroom bubble or office.
- Face coverings must be worn, even when seated, when inside the building except where a distance of 2 m can be maintained (not including the home bubble classroom or office). At Molescroft and Woodmansey CE Schools, we fully follow this advice.
- In all situations adults should always maintain a 2m distance from other adults. If prolonged close contact, over 15 minutes, with another adult under 2m is to be required, a mask should be worn.
- Staff who work in multiple areas must wear a face covering outside of their home bubble, until the moment that he or she can maintain a 2m distance.
- **Lunchtime Staff have to wear Face Coverings at all times.**
- If parents so wish, pupils may wear a face covering. Staff may choose to wear a face covering in the classroom though this is not being insisted upon. **The government is recommending until Easter that in primary schools, face coverings should be worn by staff and adult visitors in all situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas).**

•Staff within their bubble classroom may wear a face covering, may wear a visor or may choose not to wear a face covering when in the bubble classroom, however staff should be mindful to keep a 2m distance between themselves

even when in their bubble, if not wearing a mask. Children in primary school do not need to wear a face covering. The school has a stock of masks for staff use and pupils in case of emergency.

•Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools when conducting this role. This would apply when working with an EAL Pupil who needs further support.

•**NEW ADVICE FROM THE GOVERNMENT: Face visors or shields should not be worn as an alternative to face coverings.** They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.

Some individuals are exempt from wearing face coverings. This applies to those who:

- cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties
- speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate.
- As a result of the new advice, the wearing of a visor without a mask is not accepted in school, in places and times where the wearing of a face covering is expected, unless that person has an official exemption.
- Note if a visiting adult/teacher to a classroom cannot maintain a distance of 2m, he or she is required to wear a face covering, but if he or she can maintain the distance a visor is acceptable or no covering.**

Although it cannot be legally enforced, from 5th January 2021 those collecting or dropping off children including secondary children are to be asked to wear a face covering. This is in direct response to the increased transmission risk of the new variant. This is particularly to help protect parents/carers and reduce the risk of a major outbreak of the virus in the school. Staff on duty must however remind everyone, everyday, not to walk side by side on the yellow brick road and to maintain social distancing. It is also important that just one person comes on site to pick up or drop off a child. Secondary pupils must wait outside the grounds unless they are the only pick up person. I think the advice that we “presume everyone we meet could be Covid positive” is worth keeping in our minds and we should remember this when waiting to come onto the school site.

Every family coming on site has agreed to wear a face covering. (2021)

The arrangements for the Breakfast and Afternoon Tea Clubs

WHY? - because we need to ensure that the “bubbles” are not broken.

- Staggered times is not conducive for parents, even more so for parents with more than one child at the school, however to support parents the Breakfast and After-School Clubs remains fully accessible.
- There will continue to be 2 Breakfast Clubs and 2 After-School Clubs running to allow for EYFS/KS1 bubble and a KS2 bubble. The EYFS/KS1 Breakfast Club/ASC will run from the Y 1/2 classroom and the KS2 Breakfast Club/ASC will run from Year 3/4.
- Drop off/collection for the EYFS/KS1 Breakfast Club is from the main playground door and the KS2 from the Y3/4 door. Parents dropping off must maintain social distance and follow the one way system around the site.
- The Afternoon Tea Club will be organised from the same rooms. The EYFS/KS1 club will run from 3.15pm (supervised by teachers for 15mins) to 5pm. The KS2 club will run 15.30 to 5pm with 10 mins supervised by a teacher. Pick ups will be from the same doors as the drop off.
- Drinks will be small cartons of juice. Food to be served on the plate to the child by the adult - not ‘self service.’
- Bookings for both Breakfast and After School club can be made by emailing woodmansey.primary@eastriding.gov.uk
- Staffing for Breakfast & Tea Club will remain the same with Angie in EYFS/KS1 and Joanne/Tracey in KS2 - Tracey to wear a visor as although allowed, she is from a different bubble.
- Teachers can definitely stay in their rooms to prepare , etc., when the tea club children in the room as they will be from the same year group. The children will be desk based, not milling about.
- Phil cleans these rooms before 8am or after 5pm.

Organising children during the day

WHY? - because we need to create bubble security to prevent the closure of the whole school and to contain the potential spread of the virus in school in the event of a positive test result.

•Children are back in their normal class groups and are able to work together as a class group. The key stage is seen as the bubble, but where possible class groups work separately. This means that they will also be able to play together and attend clubs together within a year group organisation.

- Each Home Bubble cannot work or mix with the other bubble.
- The children of each class enter their classroom via their normal door with Y3/4 using the external classroom door Cloakrooms have reopened for the children (except Y5/6) BUT they are not to be otherwise allowed in corridors unsupervised except to go to their designated toilets.
- We all take the opening of school just as seriously as we did in every week in June. We cannot be relaxed about it. We all know that a serious and business like approach sets the tone and then normal relations return,
- Staff are reminded of the need to plan ahead if resources etc. are needed for certain activities eg Science/PE/DT to ensure equipment is ready and available in the classroom. We must remember everything can be stressful, but children cannot be sent on errands.

How are bubbles maintained through the use of toilets?

WHY? - we need to ensure bubble security because toilets are places where children traditionally like to congregate and would previously mix across bubbles.

- Children have demonstrated how sensible they can be with the use of toilets and basins.
- The toilets will remain unisex as they are contained cubicles and the urinals will remain out of action. KS1 will continue to use the 'boys' toilets and KS2 will use the 'girls' toilets. EYFS have access to their own toilets.
- The Breakfast Club and After School Club children will use the toilets they have been using.
 - Playtime is not the best time for children to go to the toilet. We allow children to go to the toilet as flexibly as possible once lessons are up and running.
 - FY and KS1 can supervise multi occupancy of their facilities.
- The general exclusion of corridors except for visiting toilets ensures the minimum contact across bubbles. Strict hand-washing procedures are promoted at toilet times and on arrival at school and before each session. Hand washing facilities are available in every classroom. Hand gel is available in every classroom.
- The toilets are cleaned thoroughly 3 times a day with regular tap and seat and handles sanitisation.
- As previous, children and staff will be reminded to close the toilet lid before flushing.

What is required in the classroom?

WHY? - because every activity has to be Covid Secure, within the context of the bubble and the provision of as near normal a learning experience as possible.

Every routine and activity should be made as Covid Secure as possible. This is the new mantra.

- **Pupil Classroom Jobs.**
 - Pupils can still perform "in class jobs" such as handing out books, BUT this has to be done in a Covid secure manner. This, would mean in this example that the child handing out the books, cleans hands before the handing out and cleans hands again after the process.
 - Wherever possible, where equipment has to be shared, there should be disinfection of equipment between use and/or hand cleansing.
 - Classrooms no longer have class libraries, just areas to promote books. There cannot be books available for casual browsing.
 - Water bottles are best kept on the desk of the child, however, particularly with younger age groups crates will be needed. Ensure that the name or identifier sticker is on the lid so that there is no rummaging to find a bottle.
- **Book Bags**
 - Ideally these should be from Y3 upwards on or under the chair.
 - If they have to be in boxes: FY to Y2, staff should manage their distribution.
- **Classrooms:**
 - Table Configuration
 - It is acceptable to have a horseshoe configuration to enable work with a group.
 - If the children are changing their work space during a lesson in order to make it Covid Secure the desk surface and top of the chair should be sanitised.

- **Hand cleansing**

- Pupils should cleanse hands on arrival, before and after a break and lunch-break and obviously also after going to the toilet.
- Staff should cleanse their hands as frequently as possible.

• Social Distancing is not expected or possible within a classroom. The class teacher and class teaching assistants cannot similarly distance themselves from the children, but adults are expected to maintain 1m+ between each other in well ventilated rooms.

• Visiting teachers/adults however will be expected to maintain a social distance between the teacher and the class. Classrooms are to be set up so that a teacher delivering to a class who is not a member of the bubble can operate from the as close to the front of the classroom 2m away from children and other adults. An area is marked on the carpet with tape.

• It was important that as many of the normal routines as possible were restored. The speedy start of the day after the hand over of pupils was restored with the usual warm up activities and straight into work. From day one we restored the pace and high expectations. Over the lockdown period, organisation was necessarily more relaxed. We are now in new school year, facing the need to fill gaps in learning and understanding, we hit the ground running and set all the usual benchmarks in relation to behaviour, and learning and work ethic.

Considering contamination and classroom equipment

WHY? - because everything should be done to limit the potential for the virus to spread through the use of equipment. The virus can stay alive on surfaces for up to 72 hours, including tables and chairs.

• KS1 and KS2 have their own pencil case and pencil, crayons, rubber, ruler etc. Canister pencil sharpeners prevent children having to wander unnecessarily to the bins. The Foundation Year children have the most space and will be learning outside as much as possible. **Social distancing in the context of the new normal in school is between the different Home Bubbles**, it is not possible and not desirable socially and mentally for the children between the members of each Home Bubble.

• Lessons have returned to normal and lessons such as Design and Technology and Sport resumed. Each classroom is well stocked with cleaning equipment, disinfectant sprays for equipment, hand gels and wipes for surfaces like iPads and handles. Mr. Taylor ensures that there is always the necessary equipment in place in every room, outside toilets and in corridors etc.

• All staff share responsibility for the sanitising of equipment and constant strict hygiene practices. This is particularly important in FY and Y1/2. Children have clearly demonstrated their understanding for maintaining perfect hygiene protocols including the regular hand-washing and use of hand gel where necessary.

• Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.

• Resources that are shared between bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics).

• Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.

How do we organise One to One support and interventions with groups of children?

WHY? - because we need to be able to offer bespoke and targeted learning without compromising the bubbles and in a Covid Secure manner.

• Staff providing lessons through any interventions programme will firstly be matched to children from their bubble but clearly they may be working across different bubbles. The leader sanitises after each group.

• Providing the members of the group are all from the same bubble, social distancing doesn't have to be maintained. Those leading the interventions need to maintain a social distance of 2m or 1m plus vizor if they are working with groups from different year groups.

•Booster and Early Bird groups will recommence, always with a staff member from the relevant bubble. They do not necessarily have to be in the classroom and the children can come in to school early via the Breakfast Club just as before.

How do children catch up and where do interventions occur?

WHY? - because many children have missed out on education on site for many months. Early and prompt intervention will help children to overcome gaps in their learning and understanding.

•Intervention and catch up groups have been identified by the class teachers and are initially working with the class TA to divide the structure of the group. Funding has been offered from Government. We are expecting £80 per pupil. Once this has been received any extra time for booster classes can be arranged.

•Teachers however, as always, assess at the start of units of work and throughout their lessons and marking the understanding of pupils. They adapt their teaching accordingly. It remains the teacher's responsibility to understand the security of learning and the teacher who will teach in the classroom these children.

•The curriculum is a spiral and therefore by following the English and Maths programmes, any gaps in learning and understanding will be spotted and acted upon.

•The school hall can be divided into 2 separate areas which can be used for specific group work. This must be booked in advance and the agreed cleaning and sanitising happens once the group has completed their work.

FROM THE GOVERNMENT

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students.

Schools should use this document to help them direct their additional funding in the most effective way. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer programmes to help re-engage pupils or extra teaching capacity from September

Guidance to support the use of tuition will be published as part of wider National Tutoring Programme communications later in the summer.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

What will happen if someone is tested positive for, or has symptoms of Covid 19?

WHY? - because we must act in accordance with Public Health England procedures set within the law.

See East Riding Guidance, checklists and flow charts. Every SMT Member and the Offices have full copies.

•Anyone showing symptoms will be sent home and be required to have a test. Test kits are to be provided to schools for those who cannot get to a test site. Tests are now available for anyone displaying symptoms.

•If a pupil 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 and needs of the pupil, with appropriate adult supervision if required
- a window should be opened for fresh air ventilation if it is safe to do so
- 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 must be cleaned and disinfected using standard cleaning products before being used by anyone else.
- personal protective equipment (PPE) must be worn by staff caring for the pupil 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 someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital, unless advised to.

•Any pupil or member of staff testing positive for Covid 19 will probably lead to the immediate closure of the Home Bubble for 10 days. We shall ultimately be led by instructions from Public Health England.

When an individual has had close contact with someone with coronavirus (COVID-19) symptoms

Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:

- the symptomatic person subsequently tests positive
- they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test)
- they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated)
- they have tested positive from an LFD test as part of a community or worker programme

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left, to reduce the risk of passing the infection on to other people. See the guidance on the cleaning of non-healthcare settings.

If you are contacted by NHS Test and Trace or your local health protection team and told to self-isolate because you have been a close contact of a positive case, you have a legal obligation to do so.

•Parents need to have a contingency plan in case we need to close down a Home Bubble at short notice and to know how they will manage child care for up to 10 days. We must accept that it is a real possibility that this may occur.

•Should a year group be closed down, the school will immediately switch to providing home learning for that year group. This however presumes there is a teacher from the year group unaffected by the virus. In addition we are obliged to provide remote learning for individual children who are self isolating for a Covid related reason.

MASS TESTING

All staff in school will be able to be tested **at home** on a regular basis.

Mrs. Scott is responsible for the management of this process all the systems, risk assessments, safety, training and monitoring.

This system may also be extended to pupils at home.

How is remote learning provided for children at home for a Covid 19 reason? WHY? - because we need to maintain learning throughout, as the likelihood is that this scenario will last for many months over which time pupils will possibly miss school on repeated occasions.

Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, schools are to offer immediate remote education.

This statement is what we shall do in order ensure that a quality education provision can continue for pupils at home due to a *Covid 19* related absence.

The arrangements will:

- ensure the continuation of the planned curriculum that allows access to high-quality online and offline resources and technology that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools and communication systems, which staff, parents and pupils are familiar with, that will allow interaction, assessment and feedback.
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so to support families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we shall:

- set assignments so that pupils have meaningful and ambitious work each day relating to all the subjects planned to be taught in school on each day.

- teach the already planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources.
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact.

All of the above will be considered in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. The work set will not be over reliant on long-term projects or internet research activities.

Off-site learning: the timeline of provision

Day 1: A parent reports a child's absence.

If this is because the child is too ill to attend school for any reason (Covid or any other), the attendance record is made and the parents continue to phone school daily, as normal, until return.

If the absence is related to *Covid 19* e.g. enforced quarantine, or waiting for a test result
A form is completed for the child by the admin officer which is sent to the teacher indicating

- The reason for absence,
- Whether or not the child is well enough to work.
- The availability of technology at home for working e.g. lap top, tablet, printer access to the internet etc.
- The parent will be reminded of the homework already set for the week and the usefulness of the Homework Pack as a source of activities and of the resources already signposted on the website.
<https://molescroftprimary.net/learning-online/>
- If the child is not well enough to work, then no further action is taken by the teacher until the health status of the child has changed, parent to inform on daily call the continued absence and also to indicate when child is able to engage in home learning.

Day 2, or the day after a parent reports that a child is fit for home learning:

Communication is sent from teacher of tasks the child is to do at home ... this is sent by email and may include work sheets scanned materials and any further support materials.

Teachers as a matter of course, when planning work, will be aware of this possible need. When planning teachers will have in the back of their mind "what would I send to a child working at home"

Email to go by home end of lunchtime. May be supported by a telephone call, particularly in cases of pupils with SEND and the very young.

Day 3 onwards

The child's teacher will communicate directly with child and/or parent. Ideally by Showbie. Email and Teams can also be used and/or telephone.

Over all planning, may be prepared for the week ahead listed as Monday Tuesday etc.

Work will be set for the broad curriculum based on what is actually to be taught on each day.

The time of the communication with home and will have to fit into the teacher's working day. Teachers will identify a time in each day when a Teaching Assistant could cover them to enable them to make the communication with home. Thus, may be a for half an hour in the normal teaching day.

This communication will enable the child to get feedback on their work

Whole Year Group Lockdown.

This is a completely different expectation. Immediately the planned curriculum transfers to home learning.

The class teacher will set work on a daily basis from home. If a teacher is too ill to do this, the partner key stage teacher will do this for the whole year group, though clearly the level of support and feedback

possible will be diluted. There will be a daily timetable which will match what would have normally be happening in school, or is happening in school if children of key workers/vulnerable groups are attending.

If both year group teachers are unable to work, the school will, as far as is possible assign another teacher (not still physically teaching in school) to provide learning at home.

Teachers will work a normal working day from home or on site and in this time will email parents with instructions and any details of any key times for any on line videos, on line meetings or telephone calls etc. Teachers will have contact visually on line with their pupils every day and as appropriate this may be at regular slots during the day. The older the children, the more frequent this will be. Learning at home will be designed that most children, certainly from Y3 upwards will be able to work self sufficiently at home without unduly needing their parents engagement. This includes managing the technology. Younger children will need some parent engagement but it is intended that the activities will be designed to give the pupils maximum independence as possible. It is recognised that most parents at home cannot be sat with their children doing school work all day.

“Showbie” is expected to be our main driver for feedback to pupils.

We recognise that **Maths No Problem** cannot, in the longer term be “self-taught” and in case of a full or year group lockdown will need to be accompanied by videos of a lesson explanation possibly using the App– explain everything. The White Rose Maths videos have been purchased to specifically support in this aspect.

Parents should note, this is a different expectation to that in the first lockdown, April to July 2020. It is expected that all children will do the work set and engage in the remote learning. Children are expected to work a full school day at home. Teachers will communicate with home through appropriate means if work is not being done, submitted or completed.

It is important however to recognise that we are human. Parents all have different circumstances to deal with in their working and private lives. They all have different family scenarios, some dealing with a raft of elderly relatives, others with very young children. All these scenarios and every scenario in between, places every individual in a unique position.

Off-site learning: Related Policies and Considerations

Teachers will be mindful throughout of the following policies which will ensure that the continuation of learning at home will be safe and meet all legal requirements.

Data protection including:

- Accessing personal data
- Processing personal data
- Keeping devices secure

Safeguarding including;

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety protocols
- E Safety

Log of call regarding absence relating **only** to Covid 19.



WOODMANSEY CE
PRIMARY SCHOOL

Date and time of call	
Name of Child	
Class teacher	
Reason for Absence e.g. has to take a test awaiting a test result, has to isolate because of another has been instructed to isolate (test and trace) NOTE if the child has had a positive test result the likelihood will be that the full bubble will have to self-isolate at home. Public Health England will advise.	
Is the child well enough to work?	Yes The remote learning statement will come into play No No further action will be taken until the parent reports that the child is ready for work.
What access does the child have to technology at home?	Laptop / Computer Tablet device Access to the internet Printer Any other
Parent reminded of the Remote Learning Statement.	
Parent reminded of the homework pack and the homework already sent for the week.	
Parent reminded of the advice on the website for resources available to support learning.	
Parent reminded to call every day to update on absence.	
Any other relevant information	

Please take a copy and deliver immediately to the child's teacher.

What is playtime like?

WHY? - because we want to enable children to enjoy the right to play with their peers, without breaking bubble security and increasing the risk of transmission of the virus.

- Each class has a dedicated playtime and their own space to play in at any one time. The children are able to play together normally within their bubble. There has been a restoration of playtime in the afternoon*, until we are fully able to return to our normal working hours including assemblies.
- The Trim Trail has reopened.

- Free fruit has resumed. If children would like to bring a piece of fruit to eat at a break time this is entirely appropriate. It should be kept in the book bag not with a packed lunch.
- Staff within each year group cover the playground times, however it can be one person - Teacher or TA per year group.

•Playtimes at lunchtime are as follows:

12 midday KS2 will go outside for the Daily Mile then break until 12.30.

Joanne Vazquez will serve lunches to EYFS (11.55) and KS1 (12.05) delivered to their classrooms, by the named lunchtime supervisor.

12.30- 1pm EYFS & KS1 break and clubs.

Joanne Vazquez will serve lunches to KS2 in their classrooms in the same way.

Joanne can wear a visor as she will be touring all rooms.

Play times are as follows:

10:15 to 10:30 and 13:45 to 14:00

KS1

10:35 to 10:50 and 14.15 to 14:30

KS2

• **Playtimes and lunchtimes**

- Staff must be alert to how children are playing and educate them into the new normal.
- Children must not sit on each other or shout directly into each other's faces. This must be stopped by blowing a whistle, and without pointing out an individual, explaining that this behaviour is fundamentally unsafe.
- Children will of course have contact with each other in their bubble, this is a given. However, contact sports are not to be played on the field, unless in an organised sports club, where the children will be told that they must not make contact. Footballs may be passed between children on the field, but if the children start pulling on each other then the game is stopped. On the playground, children may play a game of tag, but under no circumstances can they grab onto or pull about others. This is not allowed in our normal world.
- Lunchtime Supervisors must continue to wear their face covering outside.

Water bottles are available and children have access to water.

WHY? - because we still believe children should be kept hydrated during the school day.

•Water bottles should still be brought to school, but please ensure names are clear on the lid. We can do this for parents/carers if necessary. Every child is entitled to one new bottle, free per year. **Parents and children will be pleased to know that our new stock of bottles are eco friendly, because not only are they not single use plastic, that are now compostable.**

•**We also have a stock of new lidded bottle tops to ease the contact on the bottle from others.**

•In an ideal world, water bottles are on the desk which reduces walking around, but keep the central storage available for when they need to be out of the way. Younger classes tend to need to keep them organised in crates. Remember we know the children are mixing in a classroom, but the more we can minimise this the better.

•Parents will be reminded about the need for the water bottle to be in school. We are not providing cups.

How are lunchtime and refreshments managed and the impact on PPA time?

WHY? - because it is not possible to run the system where all children go to a central location for their meals, without compromising our bubble security, and breaking the security of the corridors.

•Parents can pay for school meals as they have in the past. Children select their meal choice at registration as normal. We ask that all payments are now made on line.

There is a choice of the hot meal of the day followed always by a cold pudding **and the option of a yoghurt or fruit.** The jacket potato remains an option.

Meals continue to be delivered to classrooms. Children in these year groups are always offered a larger portion. Children may choose to bring a packed lunch. Children in the FY and KS1 are still entitled to a free school meal. The same applies to those in other year groups who qualify.

- Each Class has their own dedicated lunchtime supervisor who will disinfect the tables at the start and end of the lunch-break. The same supervisor takes the children from their classroom outside to play as described above.
- At the end of each lunchbreak, the supervisor brings their class in (no need to queue), to be in place ready for a prompt start to lessons.
- PPA continues to be covered by Jana Barber who wears a visor and keeps a greater distance when working with the Y1/2 children. The PPA schedule remains the same.

How is the school to be cleaned?

WHY? - because this is the first line of defence against Covid 19

- The school is thoroughly cleaned every day. The cleaning schedule has been adjusted to account for the fact that the Breakfast and Afternoon Tea Club is using classrooms before and after school.
- During the morning and again during the afternoon, surfaces like railings, switches, door handles are sanitised.
- Classroom doors and windows are open to ensure good ventilation.
- New special bins for tissues "CATCH IT, BIN IT, KILL IT" are placed in every room ... again! This time they will be pedal bins.
- Hand gels stations are at classroom doors.
- As previously indicated, all staff see their role as including sanitisation whenever possible. All necessary cleaning equipment will always be placed in every room. Staff alert Mr Taylor to any stock which is running low.

What if a child is ill in a non covid manner or has an accident?

WHY? - because we must recognise "normal" illness and respond appropriately as we normally do. Otherwise, children are likely to miss more school than necessary and we can overwhelm the test and trace system.

- First Aid cover is maintained and we are able to support children who are feeling poorly or have had an accident in the normal way. Should a child be 'sick' or have an "incident" PPE will be worn, not that sickness or diarrhoea are symptoms of Covid 19, but as a precaution, as the virus could display no symptoms and yet bodily fluids could cause a spread of the contamination.
- If a child is sick on furniture or floor, our usual granuals will be used followed by cleaning and disinfection.

What is the expectation of the children in relation to their behaviour?

WHY? - because we are not lowering our standards and expectations in any way.

- Children are expected to be exemplary in their behaviour as they are normally. There is no need for new rules, because our three key rules cover all of the needs of our school community. Children who therefore break a rule will be covered by our usual systems. However, I will contact parents if a pupil is found to be deliberately and wantonly putting the health of the Home Bubble at risk. If this is not resolved, the child will not be allowed into school until guarantees can be secured of future good behaviour. *I cannot imagine any of our pupils doing something as reckless as this.*

Who teaches the children?

WHY? - because we want our children to continue to have excellent teaching and learning experiences.

- Children are taught by their class teachers normal. PPA activities have resumed, though teachers move from room to room rather than the pupils, except for PE.

Room ventilation and heating

WHY? - because a well ventilated room reduces the concentration of the virus the room and therefore reduces the chance of infection and also the amount of virus an individual is potentially exposed to.

One of the arrangements of the Covid secure arrangements is keeping our classrooms well ventilated. As the winter sets in it means on occasions that there is a bit of a draught!

Our children, it has to be said are a pretty robust bunch but even the most hardy can feel the cold in a sedentary lesson. It is absolutely fine if a child wishes to add extra layers such as a hat/scarf in the classroom. Obviously if we are in a particularly cold spell we would allow coats to be worn. We are however going to ventilate the rooms using windows rather than external doors whenever appropriate.

Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space).

Internal doors should be open for most of the day to also assist with creating a throughput of air.

The hall fire doors should be open when the hall is being used and the air-con on a moderate setting.

External opening doors may also be used to purge the air in the space (as long as they are not fire doors and where and when it is safe to do so).

Do parents have to send a child to school and what are the arrangements for reporting absence?

WHY? - because the legal responsibility to send children to school is reinstated.

- The full legal expectations for attending school are restored. For some parents and maybe children, who had not been in school for some time, there was some nervousness. All children have returned and are attending regularly.
- If a parent has a concern about returning they are to contact Mrs Nicholls who will alert the class teacher. We will do all we can to support the parents and child. We will be happy to offer a staggered experience if that is felt to be appropriate to build up confidence. In the vast majority of cases however just coming in and getting back to work is by far the best policy. Providing parents are working positively with us, there would be no need to declare any absence as unauthorised. However a flat refusal to engage in a reintegration programme would become recorded as unauthorised and the Local Authority would then intervene.
- In lockdown, parents are encouraged to NOT send their children to school but rather to engage in the learning at home. However if a child is not engaging with the learning, parents will be contacted. If a family is refusing to engage then referrals will be made to children's social care.

•Attendance

•School attendance will be mandatory for all pupils from 8 March. The usual rules on school attendance apply, including:

- parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age)
- the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.
- As usual, schools are responsible for recording attendance, following up absence and reporting children missing education to the local authority.
- Vulnerable children and children of critical workers in secondary schools should continue to attend school throughout, unless they receive a positive test result. Testing is voluntary, but strongly encouraged.

•Self-isolation and shielding

- A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:
 - have symptoms or have had a positive test result
 - live with someone who has symptoms or has tested positive and are a household contact
 - are a close contact of someone who has coronavirus (COVID-19)

•We know from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician. The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally. All 16 to 18 year olds with underlying health conditions which put them at higher risk of serious disease and mortality will be offered a vaccine in priority group 6 of the vaccination programme. At present, these children should continue to shield, and self-isolate if they have symptoms or are identified as a close contact of a positive case, even if they have been vaccinated.

•Schools are able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.

•As normal, we should not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to illness. This is already set out in school attendance guidance1

but is especially important in the context of the pandemic and the coronavirus (COVID-19) vaccination programme. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, etc. rather than a doctors' note. As usual, input from GPs should only be sought where there are complex health needs or persistent absence issues.

- We are required to provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction. We must keep a record of this activity but do not need to record it in the attendance register.

- We should offer pastoral support to pupils who are:

- self-isolating
- shielding
- vulnerable

- Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.

•Pupils and families who are anxious about attending school

- It is likely that some pupils, parents and households may be reluctant or anxious about attending school. This may include pupils who:

- have themselves been shielding previously but have been advised they no longer need to shield
- live in a household where someone is clinically vulnerable (CV) or CEV (including young carers)
- are concerned about the possible increased risks from coronavirus (COVID-19) such as those who have certain conditions such as obesity and diabetes.

- In such circumstances, we should:

- discuss any concerns with parents and provide reassurance on the measures we are putting in place to reduce any risks.
- remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.

- Advice for schools and local authorities to support them to improve school attendance is available.

•Encouraging regular school attendance

- We should continue to communicate clearly and consistently the expectations around school attendance to families and any other professionals who work with the family where appropriate.

- We should also identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them. We should put particular emphasis on:

- disadvantaged and vulnerable children and young people
- pupils who were persistently absent prior to the pandemic
- pupils who have not engaged with school regularly during the pandemic

- To support families who will need additional help to secure pupils' regular attendance, we can use the additional catch-up funding that has been provided, as well as existing pastoral and support services, attendance staff and pupil premium funding.

- We should also work closely with other professionals across the education and health systems, where appropriate, to support school attendance. Please do continue to notify the pupil's social worker, if they have one, of non-attendance.

•Vulnerable children

- Where pupils who are self-isolating are within our definition of vulnerable, it is important that you put systems in place to keep in contact with them.

- When a vulnerable pupil is required to self-isolate, we should:

- notify their social worker (if they have one)
- agree with the social worker the best way to maintain contact and offer support.
- You should have procedures in place to:
 - check if a vulnerable pupil is able to access remote education support
 - support them to access it (as far as possible)
 - regularly check if they are accessing remote education

How does the curriculum look?

WHY? - because our pupils are still entitled to the full, broad, balanced, exciting, experiential and well-planned curriculum.

- The school is back providing the full curriculum.

- Music will be fully restored and any lessons using percussion or keyboards will be sanitised first.

•PE has recommenced with a full programme. Children must have their PE kit at school every day, taking it home on a Friday night and returned on a Monday Morning. Outdoor PE also occurs throughout the winter, so children need to have a kit to keep them warm. Remember for PE there must be a change of footwear from whatever is provided for normal school wear. **As we cannot loan PE equipment, after one occasion of having no PE kit, a kit will be provided by the school, the child's name written into the kit and the parents charged for the kit.**

•The collection of PE bags from pegs should be managed by the staff. e.g. send the girls and when they have returned, send the boys.

•PPA sessions are largely delivered to children in their rooms and Mrs Barber will move to the children. I

•Book Bags containing Reading Books remain essential as always. Books handed in or borrowed by a child will be removed from circulation for 72 hours.

•Ideally book bags should be with the child, strapped around the chair or tucked underneath. If a central storage system is used as in the FY & KS1, this is still ok so long as the teacher manages the system. Book bags should still not be kept in cloakrooms.

•We are, planning on the basis that statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:

- the phonics screening check
- key stage 1 tests and teacher assessment
- the Year 4 multiplication tables check
- key stage 2 tests and teacher assessment
- statutory trialling

Primary assessment

WHY? - How will we prepare data for the end of the year?

The statutory Key Stage 1 and Key Stage 2 tests and key teacher assessments planned for summer 2021 are cancelled including the Key Stage 2 tests in reading and mathematics.

We should continue to use assessment during the spring and summer terms, possibly using past test papers. This will inform teaching, enable us to give information to parents on their child's attainment in their annual report, and support transition to secondary school. We could also use NFER tests for Y6 as we do for other year groups. We should probably delay the in house testing until late June. We will need to have some data ready for an expected Ofsted Inspection.

The DfE is planning for a full programme of primary assessments to take place in the 2021 to 2022 academic year.

Music lessons have resumed

WHY? - because we can do these in a Covid Secure manner.

•Peripatetic lessons are given to children from the same bubble at a time. During lockdown, instrumental lessons and class taught lessons have moved back on line. **These lesson return as LIVE lessons from Monday 8th March 2021.** These are in the school hall as normal. The teachers are asked to sanitise between each group of different aged children and space the children around the room.

•The teachers will maintain a 2m distance or wear a face covering.

The teachers also have to follow all our protocols and those provided by the Music Service.

•Friday Music lessons and Ukulele are organised and are taught by the Music Service from a boxed area providing 2m space between themselves and the first child.

•All shared instruments are to be sprayed with disinfectant after use.

Woodmansey CE School - Music - Covid response

WHY? - because we want to maintain Music and the Arts in general, which are central to the "spirit" of the school, in a Covid Secure manner.

Peri Staff:

Need: STANDS-available in room **Wipes/ Spray/Gloves/ Masks- Left in the hall ready for your use.**

Timetables sent in advance - so children can come down independently and therefore it will minimise corridor crossing.

Instruments: Can be tuned if the teacher is comfortable to do so BY taking these precautions:

- 1) Pupil & teacher gel hands:
- 2) Pupil out the instrument in a 'safe area' & steps away

- 3) Teacher takes instrument : cleanses it with a wipe/sanitiser: tunes it: returns it to the 'safe area' after another wipe down: steps back and the child picks it up. Can wipe again .
- 4) Teachers will teach from a distance of 2/3 metres
- 5) Teachers will wear a visor /mask.
- 6) Children are taught in year Bubbles- Room & equipment also cleaned at change over times. (new Bubble) - extra time allowed for this.
- 7) No Music Sharing; Own books: Screen work (Charanga)
- 8) Pupil numbers kept small.
- 9) Peri-staff will not write in the 'Pupil Diaries' - any contact will be via email.

Classroom Music Lessons

Trolleys:

Less instrument choice on the trolley: - clean between uses; Dettol Spray & wipes.

Glockenspiels & beaters will be wiped down between

Ukuleles are not to be shared. Each child has their own.

Singing in groups

Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained, therefore the hall must have the air con on and the hall fire doors be left open.

When planning music provision, we have considered additional specific safety measures. There is some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place.

Social distancing

In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Pupils should use seating where practical to help maintain social distancing.

Seating positions

Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.

Handling equipment and instruments

Measures to take when handling equipment, including instruments, include the following.

Hand-washing

Require increased hand-washing before and after handling equipment, especially if being used by more than one person.

Avoiding sharing instruments and equipment

Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.

If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment.

Handling scores, parts and scripts

Limit handling of music scores, parts and scripts to the individual using them.

Individual lessons

Individual lessons in music, dance and drama can continue in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so teachers need to take particular care, in line with the measures on peripatetic teachers. As described earlier and below.

Refer to the MUSIC SERVICE RISK ASSESSMENT

What happens if a teacher is absent for a non-covid reason?

WHY? - because normal absence is to be expected.

- Cover is provided just as it is now. Often this is using a member of staff from within the team. This remains the most effective way to ensure effective continuity of learning.
- On the rare occasions a supply teacher is brought in that teacher will maintain a 2m distance from the class.
- Note all staff working in the school are being offered a free flu vaccination.

How is the Register to be taken?

WHY? - because we do not want children to be walking around in corridors delivering post/registers and we need our TAs to be 100% focussed on supporting learning.

- One member of the team is to take the register as the children enter the room. Registers will be collected from the postbox left outside each classroom door.
- The registration and post boxes are available every day and after lunch from outside the staff room.

Will there be assemblies?

WHY? - because we need to maintain the routines of assembly attendance for when we can start normal assemblies again. Assemblies remain a vital part of bringing the family together, supporting and understanding our family and sharing our values and ethos.

- Class worship occurs every day, at the end of the day. These follow the 'thought of the week' or something topical.
- The Friday worship continues to be filmed in advance and is sent to the teachers to watch with the children on a Friday afternoon.
- Special points in our school calendar (Harvest, Christmas etc) will be shared with our school community through an online link.
- Friday worship will continue to be filmed in advance during the lockdown and when school re-opens. It is very important that this time is seen as being special. Children should be ready to watch and participate and not be doing anything else while the assembly is being watched. This is important to maintain the place which an assembly has in the life of the school. Staff need to demonstrate this engagement as well.**

Other teachers continue to teach children for example in PPA sessions.

WHY? - because we need to maintain the legal requirement to provide PPA time for teachers and because valuable and important parts of the curriculum are taught in the PPA afternoons.

- Yes, but the teacher will maintain a 2m distance from all the children in the class.
- Gymnastics is continuing, mats and equipment are sprayed after the full session. Each afternoon only children from the same year group/home bubble use the equipment.

Will there be a consultation evening in October and March?

WHY? - because we need to maintain the partnership in learning with parents/carers.

The March Meeting will be moved to May and will be on Zoom presuming face to face meetings cannot be held.

NOTE: Phone meetings will need to be replaced by online meetings as the cost of the October Meetings using school landlines to phone parents' mobiles was substantial!

- The traditional whole school system cannot be restored in a Covid Secure Manner, as it is not possible to have the usual system of parents congregating in the hall/foyer prior to being sent to the meeting and similarly parents won't be able to stay after the meeting to look at books.**

- Both parents may attend, but no additional siblings. Parents will have to wear a face covering throughout the appointment. After each appointment chairs and tables will be sanitised.
- For these identified year groups there will be two nights allocated as normal and parents will send in a booking form indicating slots they could attend. This is as normal.
- On the evening the parents and child will need to enter from their playground door.
- There will be a waiting space for only one family per class. This will be sanitised after each visit.
- Parents should not arrive more than ten minutes before their scheduled slot or they will have to wait without shelter from the elements.
- Mrs Nicholls will be on the playground calling in the next appointments.
- Timings will be strict and after the appointment the parents and child will leave through the classroom exterior door and onto the one way system to leave the site.
- Parents may, if they wish request as before, a longer session on the form if absolutely necessary. This will be facilitated on a different day.
- Parents may however choose to have a remote appointment, and can also indicate this on the form. This will be facilitated by the teacher on a separate occasion.

How are Mobile Phones managed?

WHY? - because we do not want to create a situation whereby mobile phone use could become a conduit for bullying or distraction in school.

- The policy on Mobile Phones returns to the normal, however the children who have been given permission to have a phone at school, must keep it in their book bag from the moment they cross the school threshold to the moment they leave the school threshold. Failure to do so will lead to the confiscation of the phone to be collected by a parent. If a child is shown to be using a mobile phone to bully (in or out of school) or be unkind the right to have a phone on site will be immediately withdrawn until such time that all are confident that there will not be a repetition.

Y6 WOODMANSEY CE PRIMARY SCHOOL **Mobile Phone Protocol and Agreement**

Name of Child in Year 6: _____

Date: _____

As parent/carer I confirm that I have discussed the following with my child and accept responsibility for my child bringing a mobile phone into school in accordance with this protocol.

- Phones remain switched off and remain in the book bag everywhere on the site inside and outside.
- The school takes no responsibility for any phones brought on site.
- Any child using their mobile phone on site inside or outside will have it confiscated, to be collected from the school office by a parent/carer.
- Any child found to be using their device for vexatious purposes will similarly have their phone confiscated to be collected from a member of the Senior Management Team by a parent/carer.
- Any child in school with a mobile phone without an agreed protocol will have the phone confiscated to be collected from the school office by a parent/carer.

Signed Parent/Carer: _____

School Uniform is maintained

WHY? - because school uniform is one of many unifying factors of our school family.

- School Uniform remains mandatory. The exact colour scheme is mandatory. The jumper or cardigan must have the school logo. Other items do not need to have the school badge. If due to financial difficulties a parent is struggling to fund the purchase of a school jumper, please contact Mrs. Nicholls by email in confidence.
Woodmansey.head.primary@eastriding.gov.uk

How does a parent access the school office?

WHY? - because we cannot allow the free access of the past as this would compromise social distancing and put admin staff at risk.

•Mrs Scott will be able to take phone calls and answer enquiries by email. We ask that as now, parents do not attend the office in person, unless a personal conversation is essential. In such a circumstance, the parent will be invited to sit on a chair in the foyer. Mrs Nicholls or Mrs Scott will facilitate the meeting from behind the glass divide. Please consider that as only one parent can be seen at a time there may be a queue and a long wait. Parents/Carers will need to have a face covering with them.

•If parents need a non-urgent meeting, with any named member of staff this can be facilitated and should be requested by email. It is also possible to make an appointment to arrange for the purchase of things like uniform. Parents/Carers will need to have a face covering with them.

What to do if a parent has an important message for the child's teacher?

WHY? - because parents cannot communicate with staff at the drop off it is vital that essential messages are delivered in an effective and secure manner.

•Parents are not be able to engage in conversation with staff. If a parent has an urgent message it should be sent to the teacher before 8am as teachers will check their emails at 8am. To be doubly certain, the email could be copied to the woodmansey.primary@eastiriding.gov.uk address. **If however the message is important regarding the safety of a child, a phone call to the school office is essential.**

How are staff refreshments be managed?

WHY? - because staff can no longer gather in the staff room for breaks. It is essential that staff do get refreshments through the day.

•Staff delivering lunches and refreshments will wear a vizor, donated to us by the University of Hull, for which we are extremely grateful.

•Staff refreshments continue to be delivered via an ordering system during the day. This is run by Karen Scott and. Staff are not able to socialise in the staff room, just two members of staff at a time will be allowed in at a time, purely to organise the staff refreshments or to use the fridge, toaster or microwave.

•Staff refreshments will now need to be paid for after a free offer over the lockdown period. School meals for staff revert to the £2.50 a day special rate, with an offer of £10 per week.

•Staff may eat in the School Garden, although this should not become an alternative staff room. HOWEVER Staff must still maintain at least a 2m distance and ideally more, between other staff who are not from their primary bubble.

•Staff MUST WEAR A FACE COVERING AT ALL TIMES WHEN MEETING STAFF FROM OUTSIDE OF THEIR BUBBLE. SUCH MEETINGS SHOULD BE KEPT SHORT UNLESS OVER 2M APART.

•In view of the significantly increased transmission risk from the new Covid 19 variant, staff should reduce meeting in shared areas to a minimum. Even with a mask on, staff should not engage in unnecessary conversation beyond members of their bubble, by photocopiers, trimmers, laminators, microwaves or sinks etc.

Will staff meetings resume?

WHY? - because we can do these in a Covid Secure manner and it is essential that staff can communicate and debate effectively important changes in policy and procedure and also ensure the continuing development and improvement of the school.

•Yes, we meet according to our normal schedule.

- Training days and staff meetings will be in the hall.
- During Lockdown, staff meetings will be held via Teams on a Monday evening, this will continue until all restrictions are lifted.
- After the staff meeting schedule is published, location and style of meeting (i.e., live or via Zoom) will be considered. The hall will remain booked for staff meetings.

Meetings GENERAL

e.g. staff, team or governor meetings can continue but in a **Covid secure manner**. This means that all attending arrive wearing a face covering and keep it on until the leader of the meeting declares they may be removed. This will be when everyone is seated and **at least 2 m** apart in a ventilated environment.

All furniture will be disinfected after use. **Any incidental meetings, a mask must be worn.**

Y6 responsibilities across the school are delayed?

WHY? - because we cannot do these in a Covid Secure manner.

- No, this will have to wait until a complete return to normality.
- Children must not be wandering in corridors or taking messages, etc. The only reason for a pupil being in a corridor is to visit the toilet, collect a coat, attending first aid, seated in a designated group activity or attending the school reception, because a member of the admin staff has collected them. Wherever possible staff should use walkie talkies or phones to contact first aid or the school reception.

How does all of this impact on School Security, particularly as the site remains open after school?

WHY? - because we have to balance the risk from the virus against the risk from a criminal attack. In addition we therefore must increase our level of alert and awareness.

- The compromise is that the school site will be open (as it has been through the Lockdown Period) while some children are still on site.
- The likelihood of any attack is minimal and far less than the threat from the virus. Ventilation remains important, so doors may stay open, however there must always be an adult in the room if the door is open and the site is open i.e. up to 9:10am and from 3pm.
- Should there be any concern the normal lockdown policy (full or partial as appropriate) will be activated.

BAME Risk Assessments

WHY? - because members of the BAME communities have been disproportionately affected by the virus.

- A personal risk assessment is to be completed with each relevant member of staff who wishes it, in order to review how the member of staff is to be best protected. Attendance at work is however expected.
- Regarding children - If parents identify a child as coming from a Black, Asian or Minority Ethnic Background, they may wish to have a discussion with a senior member of staff regarding any particular concerns you may have or any specific risk assessment. Parents to email Mrs. Nicholls
Parents will then be invited to come into school for an individual meeting. Parents/carers will need to have a face covering with them.

Recording Guests for Track and Trace

WHY? - because we are part of the national approach to finding outbreaks of the virus and quickly preventing them from spreading out of control.

- Since the return to school in September, there has been a need to share information with NHS Track and Trace for COVID-19. This is advertised by policy and by signs at all entrances.
- Visitors are informed and staff that names and contact details will be shared with the NHS Track and Trace scheme, should a positive test result be reported.
- All visitors to school are asked to give their name and telephone number to the reception and be informed that the information may be shared with the NHS for the purposes of Track and Trace. More details are on the website.
- This is communicated in the newsletter.

Operational directives for externally led clubs at Woodmansey CE Primary during the Covid 19 pandemic

Physical activity in schools NEW FROM 8TH MARCH

Schools have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in our system of controls.

Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.

PE lessons can be indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls.

For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sport setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.

Where you are considering team sports you should only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. **Competition between different schools should not take place until wider grassroots sport for under 18s is permitted.**

Schools can work with external coaches, clubs and organisations for curricular and extra-curricular activities, but must be satisfied that it is safe to do hence the following:

- On arrival, club leaders must be wearing a face covering and must wear it at all times in the building.
- On arrival club leaders must use the hand sanitiser and continue to sanitise as often as possible.
- Hand sanitiser is available at the school entrance, outside every door and also at every classroom door.
- Club organisers are recommended to bring their own hand sanitiser and to keep it with them at all times.
- Children attending a club must hand cleanse prior to the club and again at the end of the club.
- Equipment being brought on site must be sanitised prior to use.
- Children changing for clubs will do so in their own classrooms.
- Children from different bubble groups MUST NOT MIX in any circumstances.
- Club leaders must remind the children at the start of every session that the children are never to mix with children of another year group and that they must not make physical contact. No hugging, grabbing or embracing!
- Lunchtime clubs, children should be escorted to and from their classrooms.
- ** After school clubs, children should be escorted to and from their classrooms and then handed over to their parents who will be waiting on a star on the Playground.**
- This must be managed by a group leader and must be within the time allocated for the club, times cannot over run.**
- Once the children have been matched to their parent/carer, the club leader should announce that it is safe for the parents with their children to set off on the one way route.**
- Any older children going home on their own, must similarly wait on a star like everyone else before setting off on the one way system.
- Children are only allowed to use their own toilets and one pupil at a time. Foundation Year Y1 and Y2 need to go to the toilet before clubs begin as they will not be able to go during the club, without extra staffing or the whole club will have to wait.

- It is recommended that children go to the toilet at the start of a club and told there is no further access for the club. (Obviously a child will not be denied if required.)
- Y3 to Y6 can access their toilets independently, entering the school through their classroom door or on an evening through the Tea Club door for their year group.
- Staff MUST therefore keep a close awareness of children who have gone to the toilet and that they have returned.
- Club leaders who are attending weekly and regularly do not need to record their name and telephone number with the school on a weekly basis as we have contact details.

How do I pay for meals, uniform, clubs, child care and other school items? WHY? - because it is not possible to attend the school office without an appointment.

•Since the lockdown, all payments have been made on line with a debit or credit card. This has worked very effectively and we would prefer that this continues. It also is very easy for us to repay parents in circumstances whereby a refund is required.

•Educational Visits are on hold.

WHY? - because at the moment the virus is in a second wave and particularly issues with toilets make a visit on a coach problematic. However they are allowed following extensive Risk Assessments and proof that the visit can be Covid Secure.

- ALL EDUCATIONAL VISITS ARE CURRENTLY SUSPENDED UNTIL **EASTER.**
- RESIDENTIAL VISITS ARE NOT PERMITTED FOR EAST RIDING SCHOOLS UNTIL AFTER THE EASTER HOLIDAY.
- Whereas planning is proceeding for the Residential Visit at the end of May, we are yet to receive communication back from the York Guesthouse.

GOVERNMENT REQUIREMENTS FOR COMMUNITY USE

Introduction

This guidance is for parents and carers and covers changes to:

- after-school clubs
- holiday clubs
- tuition
- community activities
- other out-of-school settings for children and young people aged 5 and over during the coronavirus (COVID-19) pandemic

These settings provide enriching activities that give children the opportunity to socialise with others outside their household and promote their wellbeing. We also recognise the importance of these settings in providing additional childcare options to parents and carers, particularly those with younger children.

Reopening of after-school clubs and out-of-school activities for children

Providers who run community activities, holiday clubs, breakfast and after-school clubs, tuition and other out-of-school provision for children can now operate with protective measures in place, see the [protective measures guidance](#).

Providing they are only operating in premises legally able to open, children are able to attend settings such as:

- tuition and learning centres
- extracurricular clubs (for example, dance classes, gymnastics training, football coaching)
- uniformed youth organisations (for example, Scouts, Guides and cadet forces)
- supplementary schools
- private language schools
- religious settings offering education (for example madrassahs, yeshivas, Sunday schools)

However, if you live in an area that is experiencing a local coronavirus (COVID-19) outbreak, different local restrictions may have been imposed. Please consult the [local restrictions page](#) to see if any such restrictions are in place in your area.

Choosing after-school clubs and out-of-school activities for your child

As these settings reopen, it is crucial that we are minimising the risk of transmission of the virus due to increased mixing between different groups of children. For this reason, you should consider sending your child to the same settings consistently, and consider carefully the number of settings they attend overall.

You should also keep an accurate record of when and where your child attends out-of-school settings to help [NHS Test and Trace](#) identify people who may have been in contact with your child should they test positive for coronavirus (COVID-19).

We have released [protective measures guidance](#) for providers to help them put in place protective measures to reduce the risk of transmission of the virus. While some providers will be Ofsted registered, not all will be, and there is no single responsible body with complete oversight of these settings, or the quality and safety of their provision. With this in mind, you will want to check with the provider that they have put in place protective measures, such as those described in this guidance, to reduce the risk of infection before you send your child to a particular setting.

Who can attend after-school clubs and out-of-school activities

Out-of-school settings may open to all children and young people up to 18 years old.

Scientific advice suggests that there is a moderate to high degree of confidence that the susceptibility to clinical disease of younger children (typically until they become teenagers) is generally lower than for adults. However, it remains important that protective measures are put in place to help reduce the risk of transmission.

For older children, there is not enough evidence yet to determine whether susceptibility to disease is different to adults. If you decide that your older child will attend an out-of-school setting you should still consider how to minimise any risk of infection that they may face.

The risk can be minimised for children of all ages by:

- ensuring that you are sending them to a provider that has coronavirus (COVID-19) protective measures in place
- taking practical steps to reduce the risk of your child coming in close contact with someone who has the virus, such as encouraging your child to walk or cycle to the setting, getting dropped off by a member of your household in your private car rather than taking public transport. You should not car share with anyone outside your household (or bubble)
- discouraging your child from mixing with different peer groups outside of the specific activity or group setting

Children with health concerns

Very few children are now known to be clinically extremely vulnerable. Read the latest [guidance on shielding and protecting people who are clinically extremely vulnerable](#).

These children are able to attend out-of-school settings, however if parents of children with significant risk factors are concerned, we recommend they discuss their concerns with the provider, to receive reassurance of the measures they are putting in place to reduce the risk.

We are aware that some parents and carers may look to holiday clubs and out-of-school settings to offer respite childcare for children with special educational needs or with an Education, Health and Care Plan (EHCP). We have asked providers to ensure that making provision available and accessible to these children, as far as possible, remains a priority in these current circumstances.

Protective measures in after-school clubs and out-of-school activities

The government has released [protective measures guidance](#) to help providers of out-of-school settings put measures in place to reduce the risk of infection and transmission of coronavirus (COVID-19).

The type of protective measures specific providers put in place will depend on their individual circumstances, such as the type of the activity they offer (for example whether children will be moving around rather than sitting at desks), the size and layout of their premises, and whether the activity is being held indoors or outdoors.

The key measures that every setting should have in place are:

- minimising contact with staff, children and young people, and other individuals who are unwell by ensuring those who have coronavirus (COVID-19) symptoms do not attend their setting. This also applies if a member of their family has symptoms or has tested positive for COVID-19, or if they have been advised individually by [NHS Test and Trace](#) to isolate at home because they are the contact of a case that does not live in the same house
- encouraging staff and children attending to clean their hands more often than usual, including before and after activities and before and after using toilet/washroom facilities
- ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- cleaning frequently touched surfaces more often than usual using standard products, such as detergent or bleach
- increased frequency of cleaning of toilets and washrooms
- minimising contact and mixing between groups of children by altering the environment to allow for social distancing between children and keeping children in the same bubbles that they are in during the school day, or otherwise in small consistent groups

Before sending your child to a setting, you will want to ask providers what measures have been put in place to keep children, staff members and parents or carers safe, and any practicalities you need to be aware of such as collection and drop-off times and whether your child should bring their own water bottle or food to the setting.

Bubbles and group sizes in out-of-school clubs and activities

Where it is possible to do so, providers should try to work with you and the schools or early years settings which your child attends to ensure, as far as possible, your child can be kept in a group with other children from the same bubble they are in during the school day. This will minimise the amount of mixing between different groups of children outside of school, and therefore the risk of infection.

Where it is not possible or it is impractical for providers to group children in the same bubbles as they are in during the school day (for example, if there are only one or two children attending the provision from the same school or school day bubble), providers may need to group children with other children from outside their school day bubble, or from a different school.

If providers need to do this we are recommending that they, as far as possible, keep children in small groups of no more than 15 children with the same children each time wherever possible (that is, do not mix groups unless absolutely necessary) and at least one staff member, depending on the type of provision or size of the group. Group sizes may need to be smaller than 15 children depending on factors such as age of the children in attendance, size of the premises or the type of activity.

This means that when your child attends the first session they should be placed in a particular group or class of children and they should remain in that group for future sessions as far as possible. Providers will need to review these groups to minimise the amount of 'mixing' (that is, the number of different people each child comes into contact with). For example, when new children register for the club or activity, the provider may wish to first determine whether they attend the same school or early years setting as other children in the setting and group them together if appropriate.

Multiple groups of 15 plus staff can use the same shared space, if that is necessary, with distancing between the groups.

What to do if your child is displaying coronavirus (COVID-19) symptoms

Anyone who has coronavirus (COVID-19) symptoms, such as a raised temperature, a new continuous cough, or a loss of or change to their sense of smell or taste, should stay at home. They should not attend an out-of-school setting and should follow the [guidance for households with possible coronavirus \(COVID-19\) infection](#) and get a test.

If your child becomes unwell while at a setting, the provider should call you immediately to come and collect them.

While your child is awaiting collection they will be kept separately from others by a distance of at least 2 metres, ideally in a well-ventilated room with appropriate adult supervision. When you collect your child you should take them straight home; do not use public transport; do not visit the GP, pharmacy, urgent care centre or a hospital unless the child is seriously unwell. In an emergency, call 999 if they are seriously ill or injured or their life is at risk.

Follow the NHS guidance on [when to self-isolate and what to do](#) or contact NHS 119 via telephone if you do not have internet access.

If your child tests negative, they can usually return to the setting and the fellow household members can end their self-isolation subject to confirmation from local health protection professionals.

If your child tests negative but is unwell, they should not return to the setting until they are recovered.

If your child tests positive, [NHS Test and Trace](#) will speak directly to those that have been in contact with your child to offer advice.

Parent attendance at extra-curricular clubs, tuition and other out-of-school activities

Parents and carers should not be allowed into the setting unless this is essential (for example, where children may have special care needs), and children should be dropped off and collected at the door if possible.

It is good practice for providers to give parents and carers a parental consent form to complete when enrolling children in a setting so they have at least one emergency contact number for each child and are aware of any medical conditions or allergies. However, it is particularly important during the coronavirus (COVID-19) outbreak that you ensure the provider has your most up-to-date contact details in case of an emergency, such as your child falling ill with coronavirus (COVID-19) symptoms while attending the setting.

If you are unable to supervise your child during a session, you will want to satisfy yourself that a provider has put protective measures in place to reduce the risk of transmission of the virus, as well as having adequate health and safety and child protection procedures. At [Annex A](#) we have included checklists to support you when choosing a setting for your child.

Live performances of children's dance, music and drama

Live performances are currently permitted but only where strict coronavirus (COVID-19) security measures are able to be implemented safely. This includes for the performers, the audience and anyone supporting the performance.

However, if you live in an area that is experiencing a local coronavirus (COVID-19) outbreak, different local restrictions may have been imposed. You should check the [local restrictions page](#) to see if any such restrictions are in place in your area.

Ahead of attending, you should check with the provider organising the live performance what steps have been taken to mitigate the risk of transmission. The protective measures providers put in place should be in line with those outlined in the [performing arts guidance](#), for example limiting the size of the audience to allow social distancing to be maintained and only operating in a venue with adequate ventilation.

In England, you must wear a face covering in entertainment venues, including theatres and concert halls. You must also wear a face covering by law in some other public places unless you have a reasonable excuse for not wearing one or you are not able to wear one, for example, because of your age or a health condition. You should follow the relevant government [guidance on face coverings](#) when attending an out-of-school setting to watch your child in a live performance.

Annex A: choosing a suitable provider

This information provides some examples of positive signs to look out for to help you make good choices when choosing an out-of-school setting for your child, but this is not an exhaustive list.

All providers

Things to look for:

- health and safety has been considered, specifically coronavirus (COVID-19) protective measures. Providers with more than 5 staff members should have a written policy. Small and self-employed providers do not need to have a written policy but should be aware of the risks and how to reduce them
- the environment appears safe (it is a well-maintained, clean building with a clear exit route in case of emergencies and a first aid kit available). The provider knows what to do in the event of a fire or emergency
- rooms are well-ventilated, either by a ventilation unit or naturally (for example, open windows)
- soap or hand sanitiser is readily available for staff, children and parents or carers to clean their hands. The setting may also have posters promoting frequent handwashing or the 'catch it, bin it, kill it' approach
- the setting is cleaned frequently (for example, cleaning checklists in toilets are visible and completed regularly)
- use of toilets and changing rooms is managed to prevent overcrowding
- children attending the setting are in school bubbles or small, consistent groups of no more than 15 children and one or two staff members
- social distancing is promoted, through physical markers for instance
- an appointed person is responsible for first aid
- the provider has relevant training to deal with child protection and safeguarding issues (for example abuse and neglect)
- a child protection policy can be given to parents on request. This should say how children can report concerns and how the provider will make parents aware of them
- there is an appointed safeguarding lead
- a parental consent form, which asks for medical information and emergency contact details, is needed before the child attends for the first time
- a complaints process is in place

Providers with staff members

Things to look for:

- staff members and volunteers are aware of the new safety measures the setting has introduced during the coronavirus (COVID-19) outbreak
- staff members and volunteers have relevant training to deal with child protection issues such as physical, emotional or sexual abuse
- staff and volunteers have completed relevant qualifications and checks (for example pre-employment references, DBS checks and so on)

APPENDICIES

- [Gymnastics Association Guidance](#)
- [Further information from the DFE](#)
- [Further advice from the Government on Community Facilities](#)
- [Local Authority Guidance on Handling Visitors](#)
- [Local Authority Advice on Remote Learning](#)
- [Further Government Advice](#)