



Everybody Excelling, Every Day. No Excuses!

Randal Cremer Primary School:

September Wider Re-Opening Plan

Version 1

To be discussed at FGB on 14th July 2020

Randal Cremer Primary School

September 2020 Returning to School Protocol and Procedures

In line with the Department for Education's instruction, it is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term – Monday 7th September 2020 (Staff INSET Days: Wednesday 2nd September, Thursday 3rd September and Friday 4th September).

Although our planning is underpinned by the Department for Education's advice on effective infection protection and control which states the following, we are also using the SWAN model adopted in the wider re-opening plan to inform our decision making:

S Safety

W Welcoming

A Altogether

N Nurturing

The Government Guidance is clear:

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

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

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

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

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

Safety:

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

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

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

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

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

"System of controls

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

Prevention:

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

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

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

Number 6 applies in specific circumstances.

Response to any infection:

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community

9) contain any outbreak by following local health protection team advice
Numbers 7 to 9 must be followed in every case where they are relevant.”

Numbers 7-9 above may require school to share pupil/parent contact information with public health officials. This sharing of information is permissible under current law and is in line with data protection guidance covering schools.

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

Systems of control	Action
Prevention	
1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	<p>If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 7 days, <u>they are not to attend school</u>. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again before the autumn term.</p> <p>If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.</p> <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space – Medical Room Ground Floor opposite the main office where they can be monitored and supported until they are collected by their parents or carers. Following collection, the room will immediately cleaned with Protect+ solution (or bleach) and the children/adults will wash their hands thoroughly for 20 seconds.</p> <p>A stock of PPE is always available in the Medical Room and should be worn by the member of staff supervising:</p> <ul style="list-style-type: none">- a fluid-resistant surgical face mask- disposable gloves,- a disposable apron- Visor <p>The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace.</p> <p>There will also be a designated toilet assigned to children who fall ill which must not be used by other staff while the child is on the premises. A sign will be placed on the door warning staff to use an alternative toilet.</p> <p>Once the child is collected, both rooms (medical and toilet if used) will be thoroughly cleaned by a member of staff wearing both gloves and a mask.</p> <p>The designated isolation spaces/toilets are as follows;</p>

	<ul style="list-style-type: none"> • First Aid room opposite man office. <p>The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 14 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.</p> <p>Whether or not the whole bubble will close is dependent on the conditions of the day, rather than waiting for a test result.</p> <p>Cases of COVID-19 should be reported to the North East London Health Protection Team on necl.team@phe.gov.uk; nencl.hpu@nhs.net Phone: 020 3837 7084 (option 1) Fax: 020 3837 7086</p>
<p>Prevention</p> <p>2. Clean hands thoroughly more often than usual.</p>	<p>Adults and children are to wash their hands on the following occasions:</p> <ul style="list-style-type: none"> • Entry to school • Before/after break times • Before lunch • When they change rooms • Before leaving school • Anytime that they visit the toilet or cough/sneeze into their hands. <p>Additional hand sanitisers pumps have been purchased and are stationed in each classroom as well as additional hand sanitisers at appropriate points in school i.e. the reception desk for visitors and staff upon arrival and the photocopying areas for increased hygiene as a 'pinch point' in the school.</p> <p>Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands. Children may also use moisturiser supplied from home when required.</p> <p>If a child has a medical condition for example, excema, that is irritated by sanitiser, they should bring a supply of wipes or use soap and water. Parents who do not want their child to use the sanitiser on religious grounds – must put their request in writing and either provide an acceptable alternative or ensure their children understand they will need to wash their hands with school soap and water at each transition point.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year during 'Establishment Weeks' when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of our culture and behaviour expectations.</p>

<p>Prevention</p> <p>3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</p>	<p>During Establishment Weeks, children will be reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown into the lidded bins in each classroom and their hands must be cleaned afterwards.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks. This is not a reason to deny these pupils face-to-face education.</p>
<p>Prevention</p> <p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>	<p>At various intervals (as per the cleaning schedule), adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment in a caddy. It will be stored appropriately within the classrooms. Children in Year 3 upwards will also help with cleaning their own desks, equipment and handles and light switches, using the disinfectant wipes provided.</p> <p>There will also be additional cleaners between 11 and 2pm to take responsibility for enhanced cleaning in:</p> <p>Toilets, Classrooms Handles and banisters.</p> <p>Children will be encouraged to only use toilets during their break times – this is to ensure that we can keep ‘prides’ separate and prevent mixing within the ‘Prides’.</p> <p>There are 2 girls’ toilets situated on the Top Hall – this will be changed to a Boy and A Girl toilet from September.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings). This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.</p>
<p>Prevention</p> <p>5. Minimise contact between individuals and maintain physical distancing wherever possible.</p>	<p>The purpose of ‘Prides’ is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Randal Cremer Primary will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within Prides, children and adults must also take measures to distance themselves where at all possible.</p> <p>Planned September transition can no longer occur as hoped. Children will need to return to their new Class teacher on the first day in September.</p> <p>Grouping the Children</p> <p>There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Prides provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test</p>

result.

The DfE guidance reads as follows:

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

- In order for the school to provide a curriculum that supports children’s well-being, readiness for learning and eventual academic ‘catch-up’ our ‘Prides’ will be individual classes during the Autumn Term. We have allocated a Learning Support Assistant to each Pride to minimise the number of adults coming into contact with each group. Additional adults have also been placed in Prides with the greatest needs in terms of children with Special Educational Needs.

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

Although the Government Guidance states that teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum, we believe adhering to the ‘Pride’ system in the Autumn Term will help to reassure parents and carers who are anxious about their children returning.

Measures within the classroom

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

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

Classrooms need to be adapted to support distancing where possible. Where tables are used, they should face the front and children should sit side-by-side, not facing one another nor side on. Classrooms will be prepared during the INSET days at the start of September.

Measures elsewhere

There will be no whole-school events where children and adults are required to congregate. Whole school assemblies will not take place but there will be a weekly Phase assembly using Google Classrooms in which key messages and thanks for showing Pride in their Pride will be shared with children.

A key component is ensuring minimal contact between adults and for this reason an additional staff room will be opened in the Portacabin.

A room way system has been introduced into the school and children and staff will be expected to follow this at all times (with the exception of Kentish Town entering the building in the morning). At all other times, Kentish Town West will use the one way system and then cross the Top Hall to get to their stair case.

Adults using the staff room must maintain physical distancing and if there are already 3 members of staff present should wait to use until later.

Staff may use thermal cups and flasks for hot drinks but these must have a lid that does not come off easily and kept out of reach of children.

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

The start and end time of school and entrances to and from school will be modified as follows:

Pride	Timings	Entrance
Nursery F/T	9am to 3pm	Car Park Entrance
Nursery am	9am to 12pm	Car Park Entrance
Nursery pm	12.30pm to 3.30pm	Car Park Entrance
Reception	8.45 to 3pm	Car Park Entrance
Year 1 Whitechapel	9am to 3.15pm	Car Park Entrance and through Car Park Door
Year 1 Dalston Junction	9am to 3.15pm	Large Gate in Front Playground and Double Glass Doors in Downstairs Hall
Year 2 Canonbury & Shadwell	9am to 3.15pm	Side Gate on Ormsby Street and then through main Front Door
Year 3 Wapping & Highbury & Islington	8.45am to 3pm	Large Gate in Front Playground and then through main Front Door
Year 4 Caledonian Road	8.45 to 3pm	Large Gate in Front playground and then through Double Glass Doors in Downstairs Hall
Year 5 Canada Water	8.30 to 2.45pm	Side Gate on Ormsby Street and then through main Front Door
Year 5 Camden Road	8.30 to 2.45pm	Large Gate in Front playground and then through Double Glass Doors in Downstairs Hall
Year 6 Kentish Town West	8.30am to 2.45pm	Large Gate in Front playground and then through Left side door (This is the only time the stairs on the left can be used for going up and is to prevent mixing the Prides between Surrey Quays and KTW.
Year 6 Surrey Quays	8.30am to 2.45pm	Side Gate on Ormsby Street and then through main Front Door.
Sibling Groups	8.30am to 2.45pm	Main Reception and then to their respective classrooms. Oldest sibling will collect their siblings on the way down from class and go to main Reception. A full list of sibling groups will be provided to each teacher.

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

Parents are to be encouraged to walk to school where possible and only one parent will be permitted on the school grounds.

Children in EYFS using a scooter or bike – these will need to be taken home once the children have been dropped off.

Children in Key Stage 1 and Year 3 – bikes or scooters to be stored under the shed in the Front Playground.

Children in Year 4-6 – bikes or scooters to be stored under the shed in the Front Playground.

Teachers will be in classes from 8.30am to greet their children as they enter. A member of SLT or Premises Staff will be on each of the entrances to the school.

Parents of Reception and Nursery children can enter the EYFS playground with their child during the Autumn Term but need to ensure they maintain physical distancing from other parents, staff and children.

At the end of the day parents may enter the playground to wait for their child but they will be asked to maintain physical distancing as above.

Teachers will bring children down to the playground while support staff remain with children who are taking part in the 4.30 child-care club. For the Autumn Term we will ask parents not to try and talk to teachers about any concerns but rather contact the school office and ask them to get the teacher to call them. This is so teacher's focus can be on ensuring their 'Pride' is safe until the children are all collected.

Given that the external school gates will be open at 2.40pm, no children will be allowed outside at that point and must have returned to their classrooms.

Again, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. The playground will be open to parents to briefly wait in before their children are released to them. Whilst parents are waiting, physical distancing must be adhered to.

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

Children in Key Stage 2 may bring a mobile phone to school if they go home alone but this must be placed in a lockable box kept in the classroom. Any child not handing in their phone at the start of the day will be prevented from bringing one to school. Parents and Children must sign the acceptable use policy for mobile phones at the start of the term.

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

Disposable face-coverings must be placed in a lidded bin. The wearer must then clean their hands.

Other considerations

Under Government Guidance, Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. However, it is our intention to use SLT to cover any unexpected absences in the first instance. Likewise specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of school procedures and they must adhere to them. A pamphlet of these will be provided alongside the normal safeguarding procedures.

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

A record of all visitors must be kept to support NHS Test and Trace – all visitors to the school must sign in on Inventory and also ensure there is mobile number and email address that they can be contacted on.

Spanish – The MFL leader and Teacher of Spanish will identify on-line resources that teachers can access to teach Spanish during the Autumn Term.

PE – Weather permitting – children will take part in daily 30 minute PE lessons outside. Our PE Specialist will support the class teachers during the lesson. The focus will be on fitness and physically distanced activities to reinforce the need for daily exercise. Appendix 5 shows a list of games that can be played safely under physical distancing guidelines.

ICT – due to the difficulty of ensuring computers are cleaned properly between use the ICT Suite will be out of bounds during the Autumn Term. IPADS can be booked in advance but it the responsibility of the teacher who has booked them to ensure that they are wiped down carefully after use.

Interventions:

For the Autumn Term – all interventions will be carried out by the LSA or teacher assigned to the Pride. A room or space will be allocated to the Pride and should only be used by children and staff from that Pride. Interventions will be over seen by the SENCO and specialists will send resources, ideas and planning to the class teacher for distribution.

Pride	Intervention Space
Year 6 Surrey Quays	Art Store Cupboard to be turned into an intervention space.
Year 6 Kentish Town West	Group Room under class - No more than 2 children and an adult at any time.
Year 5 Camden Road	Music Store
Year 5 Canada Water	The Depot
Year 4 Rotherhithe	Inclusion Group Room
Year 4 Caledonian Road	Old Indigo Group Room
Year 3 Wapping	Other half off class
Year 3 Highbury & Islington	The Library
Year 2 Shadwell	Reading Recovery Room
Year 2 Canonbury	Speech & Language Room
Year 1 Dalston Junction	Play Centre Room
Year 1 Whitechapel	Dining Hall
Reception Shoreditch and Haggerston	In class
Nursery	Small group room

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

Shared resources, like art/science equipment should be meticulously cleaned between use or rotated to allow 72 hours between use to ensure they are safe. Each class will be issued with an aerosol spray for cleaning items of this nature.

Games that encourage distancing and little touch need to be made available to the children. Each Pride will select play equipment for lunch times and play times and this will need to be wiped down by 'monitors' at the end of lunch break.

Pupils should not bring anything additional from home. There can be no 'show and tell'. However, children can now take books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours before being returned to the library.

Teachers can now take books home (and return them freely) to assess or use to support planning etc. This is also true of library books.

School Uniform: children are expected to wear the school sweat shirt, only if parents are in a position to be able to ensure it is clean daily. Children need to be comfortable and wearing clothing for outdoor learning and daily PE as they will not change for PE. Trainers should be worn. Children who wear head scarves must change it every day. Children with long hair must tie it back off their face.

Coats must be kept on the back of children's assigned seat.

<p>Prevention</p> <p>6. Where necessary, wear appropriate personal protective equipment (PPE).</p>	<p>PPE should only be used for two reasons; where an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support).</p> <p>The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:</p> <ul style="list-style-type: none"> • Face masks • Aprons • Gloves of various sizes • Face shields (limited quantities) <p>Children need to know that some adults might be wearing PPE and that it is 'ok'.</p>
<p>Response to any infection</p> <p>7. Engage with NHS Test and Trace.</p>	<p>Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.</p> <p>They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the 'stay at home' regulations.</p> <p>Anyone who displays symptoms of coronavirus can and should get a test following the flowchart response.</p> <p>If school thinks that the family of the symptomatic child/adult is unlikely to book a test appropriately, we will provide a home testing kit. We should receive these before the start of the autumn term and they will be stored in the Medical Room. Given the potential low numbers of kits, they will only be issued with the agreement of either JR or MD.</p> <p>Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.</p> <p>If the test result is negative, the child can return to school assuming they would do so under normal circumstances.</p> <p>If the test result is positive, the child and family need to follow the 'stay at home' guidelines.</p>
<p>Response to any infection</p> <p>8. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.</p>	<p>Please see attached HLT Risk Assessment or managing any infection (Appendix 2)</p> <p>School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.</p> <p>The admin team will prepare a report that shows the contact details of each member of the phase Prides to support the contact tracers.</p> <p>School will inform parents of the infection, according to the flowchart, but we will not reveal the name of the infected child/adult.</p> <p>Those contacted or sent home must self-isolate for 14 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go in to full isolation following stay at home guidance and have the test. If the</p>

	<p>symptomatic child's test is negative, they must continue to isolate for the remainder of the 14 days. If the result is positive, they must inform school immediately and isolate for at least 7 days from the onset of symptoms.</p> <p>Randal Cremer Primary will not (as per the DfE instruction) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.</p>
<p><i>Response to any infection</i></p> <p>9. Contain any outbreak by following local health protection team advice.</p>	<p>Keep in contact with our health protection team.</p> <p>If school has 2 or more confirmed cases within a 14 day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout.</p> <p>This could result in a Pride lockdown, a school closure or/and a mobile testing station being established in school.</p> <p>Testing will focus on the affected classes, then their year groups and then the remainder of school if required.</p>

Section 2: School operations:

Appendix 3 shows the regular events and how we have adjusted for safety.

Aspect of school	Action
<p>Transport</p> <p>There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none">• by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport.• by public transport services, we mean routes which are also used by the general public	<p>Dedicated school transport</p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a physical distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport. Therefore, school trips using coaches can still occur as long as the children travel in their consistent Prides.</p> <p>If children are travelling via coach to a trip, for example, they are expected to adhere to the systems of control still i.e. good hand hygiene and distancing where possible.</p> <p>School will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.</p> <p>Wider public transport</p> <p>We will not be using public transport and due to the high cost of coaches, it is unlikely we will be taking part in many school visits unless the location is within walking distance.</p> <p>Staff using public transport to come to school must follow guidance on wearing a face covering and must be strict on using sanitiser once they enter the building. There is a staff shower on site if they want to use it but they must bring their own towel and soap and must leave it clean and tidy after use.</p> <p>Car Park: Car Park spaces will be allocated to staff who are travelling the furthest into school. There will be no admittance to the car park after 8am in the morning due to children attending Breakfast Club. Staff must not leave the car park before 3.30pm due to children leaving the school through that exit. The car park gates must also remain closed between 4.20 and 5pm for children attending the Dining Hall for tea.</p>

<p>Attendance</p> <p>Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term</p>	<p>Attendance expectations</p> <p>School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.</p>
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<p>impact of the pandemic on children’s education, wellbeing and wider development.</p> <p>School attendance will therefore be mandatory again from the beginning of the autumn term.</p>	<p>School will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as we did pre-covid and any absence will be followed up.</p> <p>Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authority’s code of conduct), however, this will only ever be as a last resort and when we have exhausted all other ways of encouraging children back to school. We strongly believe that sanctioning families who are struggling is often self defeating. Our Pastoral Support Manager, Rose, will play a key role in supporting families where there is high anxiety about returning.</p> <p><i>Pupils who are shielding or self-isolating</i></p> <p>If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. Randal Cremer Primary will support those parents through dialogue with the school nurse team so that appropriate advice can be offered and leeway afforded.</p> <p>Where children can’t attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p><i>Pupils and families who are anxious about return to school</i></p> <p>If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance – this could be via a Teams/Zoom/Google Meets meeting.</p> <p>These pupils are to be identified by school. Jo has called those parents who have children not engaging in home learning already and she has made a record of calls to families where vulnerabilities exist.</p>
<p><i>School Workforce</i></p>	<p><i>Staff who are clinically vulnerable or extremely clinically vulnerable</i></p> <p>All staff at Randal Cremer have completed a Health Risk Assessment and these will be maintained in the school office. We understand that some staff are anxious about returning and they will be able to have 1:1 remote meetings with the Head Teacher to try and reassure them about the measures we have put in place. Randal Cremer Primary School has planned to follow the full measures within the guidance, therefore most staff will return to the workplace as normal.</p> <p>Those members of staff that received a letter to say that they were extremely vulnerable and advising them to shield can also return as normal given that shielding comes to a close on 1st August. However, those adults will be encouraged to maintain physical distancing measures as much as possible when in attendance.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.</p>

	<p><i>Deploying support staff and accommodating visiting specialists</i></p> <p>As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of Prides, should there be a need to arrange cover for any reason.</p> <p><i>Supply teachers and other temporary or peripatetic teachers</i></p> <p>Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing.</p> <p><i>Staff taking leave</i></p> <p>The government has set a requirement that people returning from some countries will be required to quarantine for 14 days.</p> <p>Where staff are required to quarantine after returning from holidays, they need to understand that any period of absence is not authorised given that they are knowingly becoming absent from work. No home-working role is available to those adults therefore staff would be determined as being absent without leave.</p>
<i>Safeguarding</i>	<p>All existing pre-covid safeguarding measures will return as normal, however Jo, Morna and Nicola will need to consider additional time to 'catch-up' with those children requiring additional pastoral support as a result of prolonged absence from school.</p>
<i>Catering</i>	<p>The expectation is that the school kitchen will be fully open in Autumn term. Having looked at the Dining Hall, it will make the logistics difficult to eat lunch there. The school is talking with Chartwells how we manage lunches as it is important that children wherever possible receive a cooked meal daily. The use of hot plates for serving food from the halls is to be explored with a take away option for Fridays.</p> <p>Catering staff will need to be deployed to each floor to serve up food and remove plates and cutlery after use.</p> <p>Additional cleaners will be on site to perform cleaning duties once the meal is over and the children have entered the playground.</p>
<i>Lunch and break times</i>	<p>Midday supervisors will continue to support the supervision of lunchtimes but they will be allocated to phase Lunch times and play times have been staggered and will be supervised by existing Mid Day Meal staff. The school will need to recruit 1 additional MMS on a temporary contract to be reviewed termly.</p> <p>Morning breaks will be supervised by the LSA attached to the Pride.</p>

	<p>Whilst children are outside, members of staff are to have their lunch. This can continue in to the afternoon lesson time to ensure all are well-rested i.e. the teacher will deliver the start of the afternoon without support staff (or the other way around) so that everyone can have sufficient time if there are not enough midday supervisors to support. Staff may go home for lunch assuming someone is supervising the children appropriately during that time.</p>
<i>Estates</i>	<p>Ian and Tony will conduct the normal pre-term building checks as per the existing schedule of work.</p> <p>Teachers need to ensure that classrooms have good ventilation (open windows and doors).</p>
<i>Educational Visits</i>	<p>There will be no Y6 sleepover in the autumn term, likewise any future residentials will not recommence until guidance from the DFE tells us it is safe to do so.</p> <p>School trips are permitted to resume however the risk of compromising the integrity of Prides by mixing with other schools attending venues or using coaches that have also been used by other schools, does not seem conducive with guidance.</p>
<i>Wraparound care</i>	<p>Wraparound care is permitted to commence. Although the Government Advice says during wraparound care can involve limited mixing of Prides – we do not at the moment feel this is appropriate. Instead we will operate as follows:</p> <p>Breakfast Club: this must be pre-booked and paid for in advance. For the Autumn term only it is only available to parents who require it for them to be able to go to work. Children must arrive at 8am and will be admitted to the Dining Hall through the Car Park Entrance.</p> <p>In the Dining Hall each Pride will be allocated a table and they must remain at the table at all times. The Breakfast Club staff will take the food to them. Children in Year 5 and 6 may take their bagels to their Pride at 8.30am.</p> <p>A supply of bagels will also be given to all Prides for any child who has not received breakfast.</p> <p>4.30pm Child Care Club: (Monday to Thursday only) there will be no enrichment clubs during the Autumn Term. Instead, parents who require it may pre-book and pay for their child to remain in school until 4.30pm. Children will remain in their Pride with the attached LSA until 4.30pm. Teachers will remain in class until 3.30pm to enable LSAs to have a quick comfort break once the other children have gone home. Children can complete home learning, independent research, reading or drawing.= during this time.</p> <p>Play Centre: (Monday to Thursday) if parents need later child care, they may pre-book and pay for this in advance. LSAs will drop children from their pride attending play Centre to the Dining Hall at 4.30pm. They will receive tea and remain seated by their prides. After tea, KS2 will go to the Top hall but remain physically distanced from other Prides – EYFS and KS1 will go to the Downstairs Hall but remain physically distanced from other Prides.</p> <p>Fridays: Children will remain with the class teacher until 12.30 (EYFS and KS1) 12.45pm (KS2) At 12.30/12.45pm the class teacher will take children who able to go home to the playground to be collected. Any</p>

children whose parents are not able to collect will remain in their Pride with the attached LSA until 3.30pm. Children who require Play Centre will be dropped off in either KS2 – The Top Hall or EYFS/KS1 The Downstairs Hall.

Teachers will have Friday afternoon for planning, preparation and assessment. They may go home to do this but must have arrangements in place to communicate with their partner Teacher.

Teachers are responsible for setting quality Home Learning Activities for children to complete either in the class or at home on a Friday afternoon. These should be linked to the wider learning children are doing and provide opportunities for children to develop their independent learning. A focus on D&T, Art and consolidation of learning should be developed.

Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
Curriculum expectations	Randal Cremer Primary School has developed its own version of the 'Recovery Curriculum' in accordance with the research we have done on best practice in supporting children.
The key principles that underpin government advice on curriculum planning are:	September will be 'Pride In Our Pride' Month in which the routines, expectations, safety measures will be explicitly taught and modelled.
Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.	During this period, children will be reminded of all of their hard work during the previous year and we will 'reset' the expectations so that children know that we are expecting of them on their return to school i.e. great learning behaviours.
The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.	A tiered document that outlines the 'Pride in our Pride' plan will be produced and shared so that all parties are aware of the focus in the returning month. Tier 1 will focus on the universal messages that we need to re-establish, tier 2 will share enhanced measures of procedures already in place, and tier 3 will outline targeted support and specialist intervention.
Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.	<p>Our September 2020 curriculum will be as planned, however in Autumn 1 there will be a focus on PSHE, PE, Maths, Reading and Writing, Science and Creative and Performance arts. Humanities will be taught through our carefully planned approach to English.</p> <p>Assessment:</p> <p>Our assessment of children in September will be based on the Characteristics of Learning from EYFS, helping us to identify children's readiness to learn and gradually building up the stamina children need for extended concentration and focus. Toward the end of Autumn 1 – end of year tests from NFER for the previous year will be delivered to Yr 3-6 so that teachers can identify gaps in English and Maths learning and plan accordingly for the rest of the academic year. In year 1 and 2, the following assessments will be carried out:</p> <ul style="list-style-type: none">- Phonics- White Rose Maths assessments- PM Benchmark- Spelling and handwriting/Letter formation.- <p>Remote education will become a focus in the sense that it will become integrated into the school curriculum. The school have invested in Google Classrooms and training for this will take place over the Autumn Term. This will also be incorporated into Home Learning and delivery of whole school assemblies.</p> <p>The school has adopted 'The No Outsiders' Approach to Relationship Education and this will be shared with parents in the Autumn Term. Sex Education will be re visited in Spring 2021 and parents informed of our approach. Under DFE guidance parents are not able to opt out of Relationship Education but they are able to withdraw from Sex Education if they choose to. (See Appendix 4)</p>

<i>Specific points for early years foundation stage (EYFS) to key stage 3</i>	For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. Sadly, due to the need to keep Prides intact, the outdoor learning will need to be carefully timetabled to prevent mixing. The school has purchased a Zapptiser which enables outdoor areas to be quickly cleaned before a new group enters.
<i>Music</i>	Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing should not happen in groups of more than 15 and when it does take place, children need to be side-by-side and not facing one another. This has implications for our music curriculum and adjustments will need to be made.
<i>Physical activity in schools</i>	<p>PE lessons are still to take place. Where possible, they are to take place outside as transmission of the disease is reduced in the outdoors.</p> <p>The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p>

	<p>Contact sports are to be avoided.</p> <p>The specialist teacher will support class teachers in delivering the daily PE lessons, but must herself remain on the side of the Prides and follow necessary protective measures.</p>
<i>Pastoral support</i>	<p>The pastoral team will ensure that appropriate materials are on hand to support children's wellbeing. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Where issues arise, SLT is to be informed so that specific interventions can take place.</p>
<i>Behaviour expectations</i>	<p>During our Establishment Weeks in September, expectations of behaviour by adults and children will be clearly modelled. We understand that all of our children will need time to adjust and explore their feelings around school after lockdown. There may also be some experiences of bereavement and associated grief that we need to respond to.</p> <p>If a child needs some reflection time, they must be taken to the agreed Intervention Space by the LSA and a restorative conversation must take place.</p> <p>There will be no shouting at children – not only is this an increased risk of spreading the virus, but it is also against the school's understanding of behaviour as a form of communication.</p> <p>If a child is unable to follow the safety measures a risk assessment will be conducted. In some cases, if a child is clearly choosing to break the integrity of the Pride, their parents or carers will be called and they will be removed from school for the rest of the day.</p>

Section 4: Assessment and accountability

Aspect of school	Action
Primary Assessment	<p>All statutory assessments (other than the Reception Baseline) will take place in the academic year 20/21 in accordance with the usual timetables. The tests are as follows:</p> <ul style="list-style-type: none">• 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 <p>Randal Cremer Primary will prepare for these tests in the same manner as has been done in previous years. Once we know more about the National Tutoring scheme we will make decisions about how best to apply it. However, our focus will be on children reading, writing and maths with a purpose, not to just pass any end of Key Stage test.</p>

Section 5: Contingency planning for outbreaks

Aspect of school	Action
A local outbreak	If school is made aware of a local outbreak, the PHE health protection team or the local authority may advise school to close. Preparations will be made by way of a contingency plan so that learning can still continue and the community can remain safe.
Remote education support	<p>Randal Cremer Primary School needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown.</p> <p>Our immediate response will be the following:</p> <ul style="list-style-type: none"> • Children are to take home their individual stationery packs and their current exercise books • Adults will share lessons via Google Classrooms. We will be buying 50 additional chrome books so that in a local lock down, we can lend these to children who do not have access to the appropriate tech. • Teachers will then be able to meet with children that require additional support through Google Meets. • Children will be able to take photos of their learning and upload to the Pride page on the platform so that teachers can monitor progress and offer supportive feedback if appropriate. <p>Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning. More detail on Oak National Academy can be found here (https://www.thenational.academy/information-for-teachers).</p> <p>Where children can't access the internet, children will receive home-learning packs (paper-based) to complete. However, efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household. The existing devices will be re-distributed to those eligible families.</p> <p>The principles for delivery will be as follows:</p> <ul style="list-style-type: none"> • Children will receive learning opportunities for a range of subjects each day • Learning will be sequenced as per our current curriculum model • High quality explanations will be made by the teacher using video links from school or through curriculum resources such as Oak National • Work will be checked through uploads to Google Classrooms • Teachers will be available vis Google Meets so that they can further tailor the learning as a result of feedback. This may be after the children have watched an Oak National Academy lesson or BBC Bitesize. • Lessons will be of the equivalent length of a normal school day.

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| | <ul style="list-style-type: none">• Oak National content that specialises in SEND will be offered accordingly, alongside packages made available through the learning support team. |
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Appendix 1:

HLT Risk Assessment can be accessed separately.

Appendix 2

1. Context

This document aims to provide advice & guidance to schools and settings in a number of scenarios where a member of staff or child in school is either symptomatic or tested positive for covid-19. It should be read alongside the following government guidance:

- [COVID-19: guidance for educational settings](#)
- [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)
- [COVID-19: guidance for households with possible coronavirus infection guidance](#)
- [Coronavirus: Getting Tested](#)
- [Test & Trace: How it Works](#)
- [Guidance for contacts of people with possible or confirmed coronavirus \(COVID-19\) infection who do not live with the person](#)

Testing is now widely available and we hope that effective use of this will reduce spread of the virus, lower infection rates and help to maintain sufficient staffing capacity to keep schools open and ensure you can respond quickly & efficiently when positive cases are notified

2. What to do if you are aware of a suspected or confirmed case of Covid-19 in your school or setting

Scenario	Immediate Action	Further action	Comment
Child, young person or staff member at the school / setting identifies as symptomatic	<ul style="list-style-type: none">■ Child, young person or staff member instructed to immediately self isolate for 7 days (other members of their household must self isolate for 14 days).■ Child, young person or staff member to request C-19 testing as soon as possible after symptoms are first noticed (asymptomatic members of the household	<ul style="list-style-type: none">■ Review your school / setting coronavirus risk assessment and update this as required - do you need to change or enhance any protocols?■ Until there is confirmation of a positive test, there is no further action required.	<ul style="list-style-type: none">■ The symptomatic child, young person or staff member can stop self-isolating after 7 days if either:<ul style="list-style-type: none">○ Their symptoms have gone○ They just have a cough or changes to their sense of smell or taste – these symptoms can last for weeks after the infection has gone¹

¹ See Ending Self Isolation section of the [Stay at Home Guidance for Households with Positive or Confirmed Coronavirus \(Covid-19\) Infection](#)

	can also be tested) .		<ul style="list-style-type: none"> ■ The symptomatic child, young person or staff member must keep self-isolating if they still have any of these symptoms after 7 days: <ul style="list-style-type: none"> ○ a high temperature or feeling hot and shivery ○ a runny nose or sneezing ○ feeling or being sick ○ diarrhoea ○ loss of appetite ○ Only stop self-isolating when these symptoms have gone. ■ If the child, young person or staff member tests negative, they can return to their setting (if they are well enough to do so) and their fellow household members can end their self-isolation
Child, young person or staff member confirmed Covid positive	<ul style="list-style-type: none"> ■ The child, young person or staff member's class or group must be sent home and advised to self-isolate for 14 days. Other household members of that class or group do not need to self-isolate unless the child, young person or staff member from the group subsequently develop symptoms. Staff members and parent / carers should be referred to the stay at home guidance and reminded that this means they should not leave home and not mix with anyone who is not a member of their immediate household. ■ If a child, young person or staff member from the group subsequently develops symptoms, they should request a test (see section on testing below) 	<ul style="list-style-type: none"> ■ Review your school / setting coronavirus risk assessment and update this as required - do you need to change or enhance any protocols? ■ Consider staffing implications and how to manage this whilst the group is isolating. ■ Clean the classroom and any shared areas (see guidance Cleaning in Non healthcare settings). ■ Reassure the school / setting community that measures to reduce risk of infection remain in place. See template letters based on PHE suggested wording here ■ Stay in contact with the group and staff member(s) asked to isolate. ■ Follow public health guidance and communication templates regarding 	<ul style="list-style-type: none"> ■ Public Health England's local health protection teams will conduct a rapid investigation and will advise school / setting on the most appropriate action to take. ■ The symptomatic child, young person or staff member can stop self-isolating after 7 days if either: <ul style="list-style-type: none"> ○ Their symptoms have gone ○ They just have a cough or changes to their sense of smell or taste – these symptoms can last for weeks after the infection has gone² ■ The symptomatic child, young person or staff member must keep self-isolating if they still have any of these symptoms after 7 days:

² See Ending Self Isolation section of the [Stay at Home Guidance for Households with Positive or Confirmed Coronavirus \(Covid-19\) Infection](#)

	<ul style="list-style-type: none"> ■ Report incident to the London Coronavirus Response Cell (LCRC) (0300 303 0450 open 9am to 8pm daily; LCRC@phe.gov.uk or phe.lcrc@nhs.net) and to HLT (HLTcoronasupport@learningtrust.co.uk) ■ Registered early years settings must also report the case to Ofsted, (https://www.gov.uk/guidance/report-a-serious-childcare-incident) and complete a RIDDOR report 	informing the wider community.	<ul style="list-style-type: none"> ○ a high temperature or feeling hot and shivery ○ a runny nose or sneezing ○ feeling or being sick ○ diarrhoea ○ loss of appetite ○ Only stop self-isolating when these symptoms have gone. ■ If the child is well enough to return to school / setting after 7 days, consideration must also be given to any members of the household who are required to continue to self isolate and cannot leave the home to escort the child to their school / setting.
Someone in a staff member's or child / young person's household identifies as symptomatic or tests positive	<ul style="list-style-type: none"> ■ Staff member/child should self isolate for 14 days from the day that their household member first noticed symptoms. ■ Staff member/child should request a test for the symptomatic household member and, as a critical worker, they can also request a test for themselves. 	<ul style="list-style-type: none"> ■ Review your school / setting coronavirus risk assessment and update this as required - do you need to change or enhance any protocols? ■ No further action is required at this stage 	<ul style="list-style-type: none"> ■ Staff / child can return to school / setting if they test negative and are well enough to return. ■ If they have not been tested, they can return if they remain asymptomatic at the end of the 14 day isolation period
School / setting informed that an external visitor who met with staff / children informs school / setting that they have become symptomatic within 14 days of visiting the school.	<ul style="list-style-type: none"> ■ If a visitor to the school / setting has identified as symptomatic within 14 days of being with staff and / or children, remain alert but those who have had contact with visitor do not need to isolate. ■ Encourage the visitor to arrange to be tested as soon as possible if they have not done so already. 	<ul style="list-style-type: none"> ■ Review your school / setting coronavirus risk assessment and update this as required - do you need to change or enhance any protocols? ■ No further action is required at this stage 	■
School / setting informed that an external visitor who met with staff /	<ul style="list-style-type: none"> ■ If visitor tests positive, staff and pupils within a class or group that had contact with the visitor should be sent home and advised to self-isolate for 14 days. 	<ul style="list-style-type: none"> ■ Review your school / setting coronavirus risk assessment and update this as required - do you need to change or enhance any protocols? 	<ul style="list-style-type: none"> ■ Public Health England's local health protection teams may conduct a rapid investigation and advise school / setting on the most appropriate action to take

children informs school / setting that they have tested covid positive within 14 days of visiting the school.	<ul style="list-style-type: none"> ■ Report incident to the London Coronavirus Response Cell (LCRC) (0300 303 0450 open 9am to 8pm daily; LCRC@phe.gov.uk or phe.lcrc@nhs.net) and to HLT (HLTcoronasupport@learningtrust.co.uk) ■ Registered early years settings must also report the case to Ofsted, (https://www.gov.uk/guidance/report-a-serious-childcare-incident) and complete a RIDDOR report 	<ul style="list-style-type: none"> ■ Consider staffing implications and how to manage this whilst the group is isolating. ■ Clean the classroom and any shared areas (see guidance Cleaning in Non healthcare settings). ■ Reassure the school / setting community that measures to reduce risk of infection remain in place. ■ Stay in contact with the group and staff member(s) asked to isolate. ■ Follow public health guidance and communication templates regarding informing the wider community. 	
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3. Testing

Anyone (including under 5s) who is experiencing symptoms of Coronavirus is eligible to book a swab test to find out if they have the virus. If a symptomatic child, young person or adult lives in a shared household, asymptomatic members of that household can also be tested. Ideally, tests should be requested within 3 days of symptoms being seen and taken within 5 days. It is, therefore, really important to arrange testing as soon as possible after identifying symptoms. .

As [essential workers](#), education and childcare workers should apply for priority testing through GOV.UK by following this [guidance for essential workers](#). You can also get tested through this route if you have symptoms of coronavirus and live with an essential worker.

After checking their symptoms, anyone who is not an essential worker, can register for a test using the [online tool](#) or dialling 119. Further advice about asking for a test is available [on the NHS website](#).

A useful flowchart which maps out the different testing routes individuals should take can be found [here](#). In summary, there are 3 routes for testing:

- **Home test kit** - Availability of home testing is limited, so please use the test centres if you have the means to do so.
- **Mobile Testing Unit (MTU)** - Mobile test centres have been set up across the country and are working on shift patterns. In Hackney, this is located Bentley Road Car Park, Dalston, London, N1 4BZ, but is only open on certain days each week between 10am and 4pm. You must pre-book an appointment.
- **National (Drive in) Test Centre** - You will need access to your own vehicle to travel to the centres and must not walk, cycle or take public transport and must pre-book an appointment. The centres are located at

- O2 Arena, Edmund Halley Way, Greenwich, SE10 0PH (10am-5pm)
- Twickenham Stadium, 200 Whitton Road, Gate D, TW1 1DZ (10am-5pm)
- Lee Valley Athletics Centre, N9 0AR (2.30-5.30pm)

Please remember that you must book swab tests using the [online tool](#) or dialling 119. If you are an essential worker follow the [guidance for essential workers](#)

4. Further Help & Advice

General enquiries		HLTcorona-support@learningtrust.co.uk
Public Health enquiries		public.health@hackney.gov.uk
Primary, Secondary & Special Schools		Please contact your School Improvement Partner
Children Centres	Gemma Vare, Senior Quality Improvement Partner	Gemma.vare@learningtrust.co.uk or 020-8820-7243 / 07932-011893
EY registered settings	Hazel Stanciu, Welfare Standards Officer	hazel.stanciu@learningtrust.co.uk or 020-8820-7006 / 07789-944799
	Liz Corr,	Liz.corr@learningtrust.co.uk or 020-8820-7189
Childminders	Pippa Williams, Childminding Team Manager	Pippa.williams@learningtrust.co.uk or 020-8820-7632 / 07717-581934

Appendix 3

School Events Calendar

The following guide to events common to our school will help staff to know what to expect in the coming months and help them to plan their time in the best way that suits them:

Event / Issue	Term 6 Return	By When	Term 1 Return	By When	Post Term 1 Return	By When	Co-ordinator	Notes
Teacher Appraisal	Line Manager and relevant staff to have met and current situation taken into account. For staff isolating – ensure On-line Meeting is held.	30/06/2020	Carry out review with pay recommendations	30/09/2020	Review remotely in September for pay review. No new targets set until full return to school.	30/09/2020	Line Manager	Ask staff to keep a log of CPD they have engaged in during lockdown.
Support Staff Appraisal	No mid-year review to be conducted this term.	n/a	Mid – year reviews to be carried out but no changes to targets.	31/10/2020	Final review by Spring 2 and targets set then.	28/02/2021	Line Manager	Ask staff to keep a log of CPD they have engaged in during lockdown.
Managing staff absence.	All staff self-isolating to produce GP letter with instructions so that school can plan for staffing. No formal reviews of staff absences currently on a plan – instead if no further concerns close file.	By 25/5/2020	Review current advice on at risk staff and complete risk assessments on any staff who have identified concerns about being in work.	31/08/2020	Review current advice on at risk staff and complete risk assessments on any staff who have identified concerns about being in	31/10/2020	HT	Ensure liaise with HR throughout process.

					work.			
Managing children's attendance	<ol style="list-style-type: none"> 1. Pastoral Manager (PM) to liaise with SLT on children not engaging with home learning and make weekly calls home. 2. No attendance assemblies, celebrations or chasing – attendance not a priority until pandemic is over. However, it is imperative we keep communication open and previously known Persistent Absentees are supported alongside other safeguarding/vulnerable children. 3. No attendance awards or prizes this year. 							Staff to continue to use CPOMs to record attendance concerns.
Assemblies.	Cancelled- however, classes to use time for Philosophical questions.	Until further notice	Cancelled- however, classes to use time for Philosophical questions.	Until further notice	Cancelled- however, classes to use time for Philosophical questions.	Until further notice.	HT	Provide a bank of Big Questions staff can use to promote philosophical thinking.
Charity Events	Cancelled	Until at least Term 1	Cancelled	Until at least term 2	Cancelled for the term we return in.	Term following return.	SLT	Ask children to identify a preferred, local charity to become our focus for the year.
Assessment Points	Dependent on how return is implemented – for example – if current year 5s there is an opportunity to do NFER tests for gap analysis. No other year groups to have standardised tests due to not having completed the year. Instead – WRM assessments/Writing Assessments and PM Benchmarks for reading.	30/06/2020	'Baseline for reading, writing and maths within first few weeks for diagnostic purposes. This is to be low key and not put any pressure on children. <ol style="list-style-type: none"> 1. Reading – running record 2. Writing – choose an assessment piece 3. NFER Spelling 4. Grammar – from writing 5. Maths – White Rose Maths focused on Number, place value and calculation. 					Tests to be sources and tracker for recording shared with teachers.

Pupil Progress Meetings	Jo to meet with current class teachers – low key – children causing concern/excelling and plot so we can plan for intervention.	10/7/2020	Jo to meet with current class teachers – low key – children causing concern/excelling and plot so we can plan for intervention.	30/11/2020	Jo to meet with current class teachers – low key – children causing concern/excelling and plot so we can plan for intervention.	End of the term we return in.	HT and DHT	Jo to share effort/attainment rubric she has developed to help identify at risk children.
Handover Meetings	Will depend on current advice on staff in school whether it is remote or face to face.	10/7/2020	Current Teacher to hand over to new teacher through online platform	10/7/2020	Current Teacher to hand over to new teacher through online platform.	10/7/2020	HT & DHT	Jo to finalise staffing by 1 st June 2020 straight after resignation date.
DSL Meetings	Continue as normal							
Extended School – Breakfast Club and Play Centre	Children to take breakfast into the hall to ensure physical distancing is maintained. Play Centre Teas to be collected by children and eaten in Downstairs Hall	28/05/2020	Children to take breakfast into the hall to ensure physical distancing is maintained. Play Centre Teas to be collected by children and eaten in Downstairs Hall.	Sept 2020	Children to take breakfast into the hall to ensure physical distancing is maintained. Play Centre Teas to be collected by children and eaten in Downstairs Hall	As and when	Elaine Cohen and Kathy Ahmed.	Ensure DFE guidance is adhered to. Arrange for a cleaner to wipe down surfaces when children have finished.
After School Clubs	Postponed for Summer Term	28/5/2020	Any external providers to produce enhanced risk assessment before agreeing to continue. Staff run clubs to be cancelled for the first term.	1/09/2020	Any external providers to produce enhanced risk assessment before agreeing to continue. Staff run clubs to be cancelled for the first term.	As and when	Rose & HT	Some children may be given 1:1 tuition if they need additional support – this will be carefully planned so that social distancing can be sustained.

Day								
Hackney Festivals	Cancel for this year.							
External Moderation	Cancelled for this year – no statutory assessment	Wait to be advised by HLT	As and when	Wait to be advised by HLT	As and when	HT		
External CPD	Considered on a case by case basis – currently all CPD is online – encourage staff to engage in what they feel able to but no insistence. As advice and conditions change this will be reviewed dependent on need and case for attendance.						Staff to keep record of CPD they engage in in shared notebook on Teams	
Twilights	Consider complete for this year.	Dependent on school calendar whether they will be needed for next academic year.			17/07/2020	HT	Jo to look at calendar and map need.	
Staff CPD	Ongoing – fortnightly via. Zoom	30/4/2020	Dependent on DFE and scientific guidance and whether there is still the need for physical distancing. If so, continue through on-line platforms if possible.	31/08/2020	Dependent on DFE and scientific guidance and whether there is still the need for physical distancing. If so, continue through on-line platforms if possible.	As and when.	HT	Keep up to date on guidance.
NQT Mentoring	Ongoing – fortnightly via. Teams	1/5/2020	Dependent on DFE and scientific guidance and whether there is still the need for physical distancing. If so, continue through on-line platforms if possible.	31/08/2020	Dependent on DFE and scientific guidance and whether there is still the need for physical distancing. If so, continue through on-line platforms if possible.	As and when.	HT	Keep up to date on guidance.
Subject Leader Meetings	Hold one virtual meeting per half term so that	18/5/2020 and 10/7/2020	Leaders to re-write their action plans with a focus on	17/7/2020	Subject Leaders to create a scheme of work around a whole	By start of term when children	HT & DHT	HT & DHT to agree theme.

	leaders are kept informed of plans. Leaders to be considering the impact of physical distancing on the delivery of their subjects.		PSHE and adapted teaching to take account of physical distancing if it is still a requirement.		school theme ready for implementation when children return.	return.		
Governing Board Meetings	Hold one virtual meeting per half term to cover all committees.	12/5/2020 and 10/7/2020	Dependent on DFE and NGA advice on meetings – continue to hold half termly virtual meetings.	Dates to be set during July meeting.	Dependent on DFE and NGA advice on meetings – continue to hold half termly virtual meetings.	As and when	HT & C of G to agree agenda 10 days before.	12/5/2020 – Agenda – sign off budget H&S. Health & Safety to be a standing item at all meetings.
Coffee Mornings	Cancelled for Summer Term except where an On-line meeting is agreed with staff and parents.		Cancel for the first term when schools reopen – be guided by DFE and Scientific advice		Cancel for the first term when schools reopen – be guided by DFE and Scientific advice		HT	Ensure guidance is adhered to.
MAT meetings for SEND children / well-being	Online meetings where possible to include external agencies. Minutes to be kept by SENCO and distributed following meeting. Teachers to be invited to attend remotely where possible.	10/7/2020	Dependent on DFE and NGA advice on meetings – continue to hold half termly virtual meetings.	Dates to be set during July meeting.	Dependent on DFE and NGA advice on meetings – continue to hold half termly virtual meetings.	Dates to be set during Autumn 1 meetings.	SENCO	Ensure parents' views are sought even if they are unable to attend meetings. Look at how we can use staff to interpret and translate paper work where needed.
Annual Reviews for SEND children	Cancel for Summer Term except for Yr 6 children – arrange meeting with SENCO of Secondary School on-line or by phone call. Create a passport of the child to be sent to new school.		Dependent on DFE and HLT advice on meetings – continue to hold half termly virtual meetings.	Dates to be set during July meeting.	Dependent on DFE and HLT advice on meetings – continue to hold half termly virtual meetings.	Dates to be set during Autumn 1 meetings.	SENCo	Ensure parents' views are sought even if they are unable to attend meetings. Look at how we can

								use staff to interpret and translate paper work where needed.
Transitions	SLT and class teachers to organise classes inc. split classes and share with previous teachers for input. Receiving teacher to record a video message to their new class for September. Yr 6 teachers to liaise with Secondary Schools and have remote meetings where necessary. Reception and Nursery Teachers to contact settings of children starting from different Nurseries. SENCO to liaise with other settings SENCO for any children with SEND.	17/7/2020	Explore possibility of children remaining in their old class for first half term before moving up to new Teacher at October half term. (Need to think through logistics – ie. Children into Nursery – Reception etc.) Hold new Year 6 summer school last week in August focused on Values and Well-being.	1/9/2020 25/8/2020	Will depend on when.	As and when.	SLT	Follow guidance from DFE and HLT. Liaise with Secondary schools and establish named person.
Yr 6 Transition Day	As far as we know – cancelled for Summer Term – will advise if this changes	10/7/2020	N/A					Jo to liaise with Yr 6 teachers and Berkan on how to create a farewell video for yr 6 pupils.
Yr 6 Performance	Cancelled for Summer Term – although it may be possible to create a Yr 6 leaving video – staff and children to contribute.	30/6/2020	N/A					
School Visits / Workshops	Cancelled for Summer Term	Await guidance from DFE / HLT on using public transport and	As required.	Await guidance from DFE / HLT on using public transport and	As required.	HT	Consider whether all trips should be	

			physical distancing.		physical distancing.			avoided while any form of physical distancing is in place.
Swimming	Cancelled for Summer Term	1/6/2020	Ensure local pool has produced a comprehensive risk assessment especially around the use of changing rooms. If necessary cancel until guidance changes.	1/9/2020	Ensure local pool has produced a comprehensive risk assessment especially around the use of changing rooms. If necessary cancel until guidance changes.	As and when	HT	Be guided by Health Authority advice and DFE guidance.
Sports Day	Cancelled for Summer Term – explore possibility of a sporting challenge to be sent out to all children.		N/A					Jo to liaise with Kathy about sporting challenges to be sent to children.
Parties	Cancelled for Summer Term		Dependent on physical distancing guidance.		Dependent on physical distancing guidance.		HT	The biggest possible street party as soon as it is safe to do so.
Parents' Evening	Cancelled for Summer Term. Dependent on what re-opening looks like (ie. One year group or more) staff to continue the weekly phone call home to ensure children and families are ok and establish if they need anything.		Half Termly phone call home to parents rather than face to face meeting.	By end of 4 th week of each half term	Half Termly phone call home to parents rather than face to face meeting.	By end of 4 th week of each half term	HT	Jo to create a conversation template to help staff guide the phone call and also an etiquette guide for conducting the calls.
End of Year Reports	Cancelled for Summer Term		Interim reports sent out at end of Autumn Term	By 15/12/2020	Interim Reports sent out last 2 weeks of 1 st whole term back.	As and when.	CT	Simplified version already in place.
PPA &	Dependent on how	1/6/2020	The PPA room is too	Start of each	The PPA room is too	Start of	HT	Timetables to

Leadership Time	school re-opens (one year group – rolling basis) PPA will be timetabled around teachers in school and teachers working at home. The PPA room is too small for physical distancing so teachers will be given the option to work from home – in one of the spare classrooms or ICT suite – they will be expected to meet partner teachers remotely or through phone calls to talk through the learning.		small for physical distancing so teachers will be given the option to work from home – in one of the spare classrooms or ICT suite – they will be expected to meet partner teachers remotely or through phone calls to talk through the learning.	term	small for physical distancing so teachers will be given the option to work from home – in one of the spare classrooms or ICT suite – they will be expected to meet partner teachers remotely or through phone calls to talk through the learning.	each term		be distributed at the start of each term. Teachers to advise HT where they will be doing PPA in case of emergency.
Internal Meetings	Offices are generally too small for meetings of more than 2 people. The Depot will be rearranged to become meeting space for any groups larger than 3 and less than 6. For any larger groups the meetings will be on-line.	1/6/2020	Dependent on DFE and medical guidance – as for Summer 2 opening.	1/9/2020	Dependent on DFE and medical guidance – as for Summer 2 opening.	As and when.	HT	Jo to discuss with Iain what furniture there is in care taker's house to set The Depot up as a meeting room.
Self Evaluation	Remote Meeting only.	3/10/2020	Dependent on DFE and medical guidance	31/8/2020	N/A		HT	Jo to work out focus

[illegible]

Appendix 4 –

Randal Cremer Primary School:

Our approach to Relationship Education:

Everyone Different/Everyone welcome.

From No Outsiders – Andrew Moffatt.

Central to our PSHE relationships curriculum is our belief that we construct narratives to explain the world around us and that for too long the narratives have been those of white, mainly male privilege. In order to support children to understand that we all have a history, we all have our own stories – we will teach the equality strands through high quality texts in which difference is accepted and our commonality explored.

Returning to school after the Covid 19 Lockdown and the Black Lives Matter Protests means more than ever before we have a duty to give children the language to challenge the status quo, to question perceived wisdom, and to hear and be heard.

Each half term there will be a core text used to enable children to explore themes of equality/diversity/equity.

EYFS	Theme	Book
Autumn 1	To say hello (I know in my class we are not all the same/I know I can make friends with different people / I know how to make friends)	Hello Hello – Brendan Wenzel
Autumn 2	To make a new friend (I know everyone is different in my class/I can make friends with everyone)	Blue Chameleon – Emily Gravett
Spring 1	To choose what I like (I can make up my mind and tell you things I like/I can ask others what they think.	You Choose – Nick Sharratt and Pippa Goodheart
Spring 2	It's ok to like different things (I know my friends can like different things to me/I know we can still be friends)	Red Rockets and Rainbow Jelly – Sue Heap and Nick Sharratt
Summer 1	All families are different (I know who is in my family/I know all families are different)	The Family Book – Todd Parr
Summer 2	To celebrate my family (I know the people in my family are special/I can tell you who loves me)	Mommy, Mama and Me – Leslie Newman, Carol Thompson.
Year 1	Theme	Book
Autumn 1	I like the way I am (I know ways we are different/I know how to make my class welcoming)	Elmer – David McKee
Autumn 2	To join in (I know we are all different/I know we can play together/I can join in)	Going to the Volcano – Andy Stanton
Spring 1	To find ways to play together (I know we might like different things/I can find ways you can join my game/I can make sure no one is left out.	Want to Play Trucks – Ann Stott and Bob Graham
Spring 2	Proud to be Me (I know we are all different/I know how I am different/I like the way I am)	Hair, it's a family affair – Mylo Freeman
Summer 1	I share the world with lots of people (I know I	My World Your World –

	live in the world/I know the world is full of different people)	Melanie Walsh
Summer 2	To work together (I know I can ask for help with my ideas/I know how to ask for help/I can work with different people)	Errol's Garden – Gillian Hibbs
Year 2	Theme	Book
Autumn 1	To know I belong (I know who I am/I know there are special things about me/I know I am different/I know I belong)	All Are Welcome (Alexandra Penfold & Suzzane Kaufman
Autumn 2	To welcome different people (I know we are all different/I can name ways we are different/I have friends who are different/I don't leave people out)	Can I join your club? John Kelly and Steph Laberis
Spring 1	To think about what makes a good friend (I know what a good friend is/I know how to be a good friend)	Amazing – Steve Antony
Spring 2	To have self confidence (I know we are all different/I know sometimes it is hard to be different/I know what self confidence means/I know how I can help someone feel confident)	How to be a Lion – Ed Vere
Summer 1	To understand what diversity is (I understand what diversity means/I know how my school is diverse)	The Great Big Book Of Families – Mary Hoffman and Ros Asquith
Summer 2	To communicate in different ways (I know there are different ways to communicate/I can learn to use Makaton)	What the Jackdaw Saw – Julia Donaldson and Nick Sharratt
Year 3	Theme	Book
Autumn 1	To be welcoming (I know the behaviour that makes someone feel like an outsider/I know how to make someone feel welcome)	Beegu – Alexis Deacon
Autumn 2	To understand what discrimination means (I know how someone can feel like an outsider/I know how to make sure there are no outsiders in my school)	This is our house – Michael Rosen
Spring 1	To understand what a bystander is (I know everyone has differences/I know how people can feel hurt/I know what a bystander is/I know what to do if I see someone being unkind)	We're all Wonders – R J Palacio
Spring 2	To recognise and help an outsider (I know why it's hard to be different/I know how to help someone be strong).	The Hueys in the New Jumper – Oliver Jeffers
Summer 1	To recognise a stereotype (I know what a stereotype is/I know how stereotypes affect people/I know everyone is different.	The Truth about Old People – Elina Ellis
Summer 2	To consider living in Britain today (I know what Britain is/I know where I live/I know lots of different people live in Britain today/I know why some people are scared of difference.	Planet Omar: Accidental Trouble Magnet – Zainab Mian
Year 4	Theme	Book
Autumn 1	To find common ground (I know there are more things that we have in common than divide us)	Aalfered and Aalbert – Morag Hood

Autumn 2	To look after my mental health (I know what mental health is/I know what situations can affect my mental health/I have strategies to look after my mental health.	When Sadness Comes to Call – Eva Eland
Spring 1	To show acceptance (I know there are different ways to dress/I know that people can choose what they wear/I know different people in my community wear different things/I am accepting of difference	Julian is a Mermaid – Jessica Love
Spring 2	To help someone accept difference (I know we are different/I can tell you ways we are different/I know why some people are afraid of difference/I can help people to accept difference.	Along came a different – Tony McLaughlin
Summer 1	To choose when to be assertive (I know what assertive means/I know why being assertive is sometimes hard?	Dogs Don't do Ballet – Anna Kemp and Sarah Ogilvie
Summer 2	To be proud of who I am (I know why people sometimes don't speak up/I know everyone in my school should be proud of who they are)	Red: A Crayon's Story – Michael Hall
Year 5	Theme	Book
Autumn 1	To explore friendship (I know what friends are/I know how important friendship is/I know sometimes friendship can go wrong/I value the people around me.	The Girls – Lauren Lee and Jenny Lovlie
Autumn 2	To recognise when someone needs help (I know people have different life experiences/I can empathise with others).	How to Heal A Broken Wing Bob Graham
Spring 1	To consider consequence (I know what a consequence is/I know that all actions have consequences/I know that I have a choice in behaviour/I have a choice of when to join in with behaviour and when to choose not to)	Kenny Lives with Erica and Martina – Olly Pike
Spring 2	To justify my actions (I know sometimes we have to make difficult decisions/I can justify my actions).	Rose Balance – Ian McEwan and Roberto Innocenti
Summer 1	To consider responses to racist behavior (I understand what racism is/I can recognise racist behaviour/I know what to do if I hear or see someone being racist.	Mixed – Arree Chung
Summer 2	To exchange dialogue and express an opinion (I know there are different ideas about equality around the world/I can exchange dialogue and express my opinion).	And Tango Makes Three – Justin Richardson and Peter Parnell
Year 6	Theme	Book
Autumn 1	To overcome fears about difference (I can accept and work with people who are different from me/I can explore difference without fear/I can look for solutions to challenging situations).	Leaf – Sandra Dieckmann
Autumn 2	To consider language and freedom of speech (I know what freedom of speech means/I know	The Only Way is Badger – Stella J Jones and Carmen

	how language can be used to persuade people/I know how important pupil voice is).	Saldana
Spring 1	To show acceptance (I can show acceptance of people who are different to me/I can be welcoming to people who are different to me).	Introducing Teddy – Jessica Walton and Dougal MacPherson
Spring 2	To consider democracy (I know what a democracy is/I know that we live in a democracy/I know how laws are made/I know how laws can change).	A Day in the Life of Marlon Bundo – Marlon Bundo and Jill Twiss
Summer 1	To consider responses to immigration (I know what immigration means/I know what empathy means/I can empathise with a person in a different situation to me).	King of the Sky – Nicola Davis
Summer 2	To consider causes of racism (I know what prejudice is/I know what can happen if racism is not challenged/I know how to challenge racist behaviour).	The Island – Armin Greder

In addition – each week there will be a sub-theme which will build on the children's understanding and develop a whole school ethos of 'No Outsiders'. Below are suggestions but these will be regularly reviewed dependent on topical issues and what are children tell us is important to them.

These will be explored through assemblies, PSHE lessons. All adults at Randal Cremer are expected to model the behaviours and conduct themselves so that children feel safe to explore the themes, ask questions and feel heard.

Week	Sub-theme
1	Back to school – safety and security.
2	Back to school – our core values: Love, High Expectations, Equality, Teamwork & respect.
3	Belonging
4	Friendship
5	Stereotypes – (Viking Warrior)
6	Bullying – being a bystander
7	Bullying – All different/all equal
8	Being a role model
9	Showing caring and kindness
10	Whose God?
11	Why do boys wear blue?
12	Are unicorns just for girls?
13	Hidden messages in clothing?
14	Food Diversity
15	Can boys hold hands with another boy?
16	Can people change their minds? Views?
17	Autism Spectrum Disorder
18	Communication – not just words.
19	What is Pride?
20	Physical Differences – para-olympians.
21	Clothes from around the world ?
22	Different Families

23	Fostering and Adoption
24	Being a leader
25	Racist Imagery – statues and symbols
26	Racist Graffiti
27	Being afraid
28	Who wrote the History Books?
29	Rights and Responsibilities
30	Saying No.
31	Being Popular
32	Being a Bystander
33	Who can you talk to when you are worried?
34	Whose Truth?
35	It's Not Fair!
36	Who was Randal Cremer?
37	Circles of Influence
38	Transitions and changes.
39	Once Randal Cremer – always Randal Cremer

Appendix 5

Playground Games

A huge range of games can be found here: <https://en-gb.padlet.com/gazneedle/mry7d3wlpw313515>