

ST ANDREW'S CE PRIMARY SCHOOL

NUTTALL LANE RAMSBOTTOM BURY LANC'S BL0 9JD



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Recovery Plan September 2020

Dear Parents/Carers

In line with the latest government guidance published on 2nd July 2020, it is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term on Wednesday, 2nd September 2020.

The measures set out in this guidance provides us with a framework to put in place proportionate protective measures for children and staff, which also ensure that all pupils receive a high quality education that enables them to thrive and progress. In welcoming all children back this autumn, schools will be asked to minimise the number of contacts that a pupil has during the school day as part of implementing the system of controls outlined to reduce the risk of transmission. If schools follow the guidance set out here, they can be confident they are managing risk effectively.

While our aim is to have all pupils back at school in the autumn, every school will also need to plan for the possibility of a local lockdown and how they will ensure continuity of education.

I wish to outline our school plan for the coming months and the autumn term. We are calling this our **Recovery Plan** based on the above guidance.

Welcoming children back to school

Government guidance states:

When we made the decision to ask schools to open only to a small number of children, this was done with the aim of reducing transmission of coronavirus (COVID-19), to protect the NHS and save lives. As the situation improved, we began to consider how we could bring more children and young people back into schools, and supported primary schools to do so from 1 June, focusing on some year groups being educated in small 'bubbles', and secondary schools from 15 June, with Year 10 and 12 spending some time in school in small groups, with public health risk reduction measures in place. Since 15 June, primary schools have also had flexibility to bring back other pupils where they have space to do so.

Now, the circumstances have changed. The prevalence of coronavirus (COVID-19) has decreased our NHS Test and Trace system is up and running, and we are clear about the measures that need to be in place to create safer environments within schools.

Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later.

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.

Lower academic achievement also translates into long-term economic costs due to having a less well-qualified workforce. This affects the standard of living that today's pupils will have over the course of their entire life. For many households, school closures have also affected their ability to work. As the economy begins to recover, we need to remove this barrier so parents and carers can return to work.

In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics analysis on coronavirus (COVID-19) related deaths linked to occupations suggest that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults.

Given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19), and this guidance explains the steps schools need to take to reduce risks still further. As a result, we can plan for all children to return and start to reverse the enormous costs of missed education. This will be an important move back towards normal life for many children and families.

Health & Safety

There will be an adapted form of the system of protective measures that will be familiar from the summer term.

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

Prevention:

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

Numbers 1 to 4 must be in place in all schools, all the time; Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances; Number 6 applies in specific circumstances.

Response to any infection

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

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

Prevention:

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.

It is essential that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.

Clean hands thoroughly more often than usual

As we do already, your child will sanitise their hands as they come into school.

During the day, they will be asked to wash their hands regularly especially when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future.

Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

We are familiar with this phrase at St Andrew's but your child must use a tissue to blow their nose, wipe their nose or if they sneeze. Donations of tissues would be gratefully accepted as we expect to get through a large supply!

Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education.

Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products

At St Andrew's there is a planned schedule that ensures cleaning is generally enhanced and includes:

- more frequent cleaning of rooms / shared areas that are used by different groups
- frequently touched surfaces being cleaned more often than normal
- different bubbles have been allocated their own toilet blocks or a toilet is shared by no more than two bubbles. Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet

Minimise contact between individuals and maintain social distancing wherever possible.

Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.

Children at St Andrew's will be in their normal class as a "bubble".

This will also help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19).

We will keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching or SOCKs.

Teachers at St Andrew's can still work across groups if that is needed to enable a full educational offer. They will continue to maintain a social distance when possible.

Measures elsewhere

We will avoid large gatherings such as assemblies or collective worship with more than one group.

Mr Marsh will lead assemblies for the whole school remotely. This will include the usual weekly celebration Superstar assembly. Each bubble can access the assemblies in their own room. Collective worship will take place daily in each "bubble".

Measures for arriving at and leaving school

Parents will be notified about what time their child will start and leave school. A staggered start and finish will help child arrive and leave school in a safe and orderly manner.

Other considerations

For individual and very frequently used equipment, such as pencils and pens, staff and pupils will have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment will 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) between use by different bubbles.

It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are not allowed. 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. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.

Manage confirmed cases of coronavirus (COVID-19) amongst the school community

We will take swift action when they become aware that someone who has attended St Andrew's has tested positive for coronavirus (COVID-19). We will contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.

The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

Contain any outbreak by following local health protection team advice

If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.

Attendance expectations

In March when the coronavirus (COVID-19) outbreak was increasing, it was made clear no parent would be penalised or sanctioned for their child's non-attendance at school.

Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.

School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:

- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- schools' responsibilities to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, St Andrew's is able to immediately offer them access to remote education.

We will bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus. (See the section below on Pupil Wellbeing and Support).

School uniform

We expect all children to wear their school uniform when we return in September.

Government guidance states that Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.

SOCKS

SOCKS will operate as normal from September. You can book in the usual way. A SOCKS information booklet and booking form is available in the Newsletters section of the school website.

The Recovery Curriculum

Substantial modification to the curriculum may be needed at the start of the year, so teaching time will be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.

At St Andrew's we aim to look at the key learning in the core subjects from the term (plus) that was missed due to lockdown. Teachers will use this as a basis for their planning as well as looking at the usual curriculum content for their class.

We will use NFER assessments early in the term to create a baseline that teachers can plan from. Curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.

For pupils in Reception Year, teachers will assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. We will follow updates to the EYFS disapplication guidance. Miss Smith will use information passed on by other settings such as nurseries to help with her baseline assessment. She will be able to observe the children in the usual way during the first few days and weeks of the autumn term

For pupils in key stages 1 and 2, we will prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying

opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. We will continue to use our topic based curriculum.

We will work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. We will consider carefully how such arrangements can operate within their wider protective measures. A decision will be made about which, if any, extra-curricular activities can begin in the autumn term.

The government have announced a package worth £1 billion to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most. When we identify which pupils need this support we will be able to apply for funding.

The government has also announced the following about statutory assessment over the coming year:

We recognise that pupils will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that we know the impact of coronavirus (COVID-19) on this cohort of pupils nationally and can give support to schools that need it the most.

We are, therefore, 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

The statutory rollout of the reception baseline assessment has been postponed until September 2021, giving schools flexibility to sign up to our early adopter year in 2020 to 2021.

Pupil wellbeing and support

We will be implementing into the autumn term a “recovery curriculum” which acknowledges that there have been big losses to children as they have stayed at home and that these losses can contribute to pupil’s mental health with anxiety, trauma and bereavement playing a large role. Children will perhaps have experienced these aspects all at once and in a sudden and unplanned fashion which can leave children feeling vulnerable. Equally whether we have intended to or not, children will have been exposed to adults who are anxious and may not be acting in their normal way or maintaining the normal routines which they are used to.

We aim to work within these 4 areas:

1. Supporting me to build positive relationships with others
2. Supporting me to manage my feelings and behaviour
3. Supporting me to enjoy and achieve
4. Supporting my physical health and wellbeing

1. Supporting me to build positive relationships with others

We will be supporting pupils to rebuild relationships and re-learn how to interact and build relationships with others including sharing, turn taking, greeting and interact with others positively, play alongside and with peers, respond to my familiar and new adults, seek adults to help, support and comfort me when I need them, know which adults help me and can support me to keep safe when I need them.

There will be opportunities within the day where the focus is on rebuilding relationships with peers and adults. This may be in the form of:

- Independent learning to nurture parallel and joint play.
- Turn taking games and activities.
- Sharing games and activities.
- Intensive interaction opportunities using call and response games and songs.
- Time where adults can give sole attention to pupils re-building relationships
- Games and activities where pupils can work together such as board games or outdoor PE games.
- Safety work about who keeps us safe and who can keep us safe at school and at home and in the community.
- Safety work about how adults can help us.
- Activities that link to children's interests to show we are interested in them.

2. Supporting me to manage my feelings and behaviour

We will be supporting pupils to understand their emotions and feelings and begin to process the experiences they have had. Supporting pupils to relearn some positive behaviour which they may have forgotten being outside of the school environment. Supporting pupils to engage with self-regulation strategies and tools which help me to feel safe and calm. Supporting pupils to understand the world we live in with tools and strategies to help them process what is different and what we can do to help.

There will be clear routines which are supported by visuals and clear communication which may include use of visual timetables so pupils know what is happening each day and at each part of the day. Some structures and boundaries may be different in school because of social distancing and processes related to this so some tools we will use are social stories and use of visuals to guide and support.

The structure will be supportive and provide opportunities within this that enables and allows pupils to express themselves and express the experiences they have had whilst they were not at school. We will do this by being clear with boundaries and using therapeutic approaches to supporting behaviour and emotions. We will also be using therapeutic tools to support pupils in communicating with us such as building in regular circle time, therapeutic play times, tools like sunshine circles and use of comic strip conversations.

There will be regular sessions where we explore and express emotions through what's in the box using zones of regulation, using zones of regulation to open up discussions about emotions and circle time which will support pupils to explore their feelings as well as modelling processing and talking about feelings and emotions linked to this experience.

There will be regular opportunities for pupils to engage in self – regulation activities such as with sensory breaks, active breaks, and use of resources which support individuals. In addition there will be lots of opportunities for pupils to practise their communication so that they are able to feel like they have a voice and are able to express their wants and needs.

3. Supporting me to enjoy and achieve

We will be supporting pupils to have moments where they feel success and can engage in moments of enjoyment and achievement which may feel usual to being in school. This will be within pupil's abilities and easily accessible recognising that when pupils have experienced trauma, their abilities to learn new concepts and be challenged is less. Pupils often use schemas of learning which they are familiar to explore when processing events in their lives and planned provision will focus on what is familiar. I.e. play provision that enables schematic exploration, familiar structures in the day like what's in the box? Relaxation time, independent learning, hello and circle time, phonics.

We will use familiar curriculum type sessions that pupils will be used to that provide children with experiences that feel like "the norm". Using what we know about schematic learning and how children process, this will look like familiar structured sessions in pupils day and opportunities to engage in play

opportunities. We will be providing enjoyable activities which provide children with “fun” so that they can rejuvenate with positive endorphins and want to engage.

Sessions which will feel familiar will be different for each learning hub and class group but ideas will be:

- Curriculum sessions that provide familiar structures (like phonics, maths, guided reading)
- Independent learning where provision takes account of schematic learning.
- ICT songs and learning on whiteboard where these are familiar
- Outdoor play
- Storytime

Learning in these sessions will link to previous and current topic learning or children’s key interests and motivators. Children will have missed out on many opportunities being at home that they are naturally exposed to at school like peer play, active opportunities and experiences which develop their cognition and learning and these will be built into each day to support children to have a broad range of opportunity, experience and fun.

4. Supporting my physical health and wellbeing

We will be supporting pupils to re-engage with physical health and well-being routines as well as learn new routines which will support pupils to keep safe and enable infection control. This will include hand washing, social distancing, understanding of new school routines as well as supporting pupils with their personal care and tolerating differences in these routines. We aim to support pupils to be independent through their own dressing and undressing where needed and supporting pupils to be physically well through active sessions, use of outdoor space and understanding about keeping physically well.

We will be planning in lots of time where children are able to explore and re-investigate their environments to become familiar with what might be different (i.e. different markings in school, different access to resources in the classroom, some rooms which are closed) and understanding these differences will be supported with social stories, photos and pictures.

Learning in supporting my physical health and well-being will focus on managing and coping within new processes keeping safe. This will include:

- Understanding what is different about school and how to navigate this environment.
- Hand washing and hygiene measures.
- Adapting to using areas of the school that may not be usual and being in environment and with staff that are not usual.
- Keeping and maintaining social distancing.
- Catch it, kill it, bin it messages.
- Health and hygiene sessions focusing on washing, being independent and looking after yourself.

Contingency planning for outbreaks

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. We will provide more information on this process in due course.

Contingency plans for outbreaks

In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. At St Andrew’s we may be expected

to return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.

If you have any further questions or concerns regarding the coming term and the gradual “resetting” of school do not hesitate to contact us.

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dyslexia aware school

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