

ST ANDREW'S CE PRIMARY SCHOOL

NUTTALL LANE RAMSBOTTOM BURY LANC'S BL0 9JD

Headteacher: Mr D Marsh B.A. Hons NPQH

Deputy Headteacher: Mr J Brown B.A. Hons

Telephone: 01706 822649



Recovery Plan 2 March 2021

Dear Parents/Carers

In line with the latest government guidance published on 21st February and the Prime Minister's announcement on 22nd February, it is our plan that all pupils, in all year groups, will return to school full-time on Monday, 8th March 2021. Much of the content in this guidance will be familiar to you, as it replicates what was in place for the autumn term.

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, 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, we can be confident we are managing risk effectively.

I wish to outline our school plan for the coming weeks, certainly into the summer term. We are calling this our **Recovery Plan 2** based on the above guidance. I am sure that there will be a need to review this plan as the weeks progress.

Welcoming children back to school

Government guidance states:

We have worked closely with the Department of Health and Social Care (DHSC) and PHE to develop this guidance. Based on the recent ONS data, the risks to education staff are similar to those for most other occupations.

Implementing the system of controls creates a safer environment for pupils and staff where the risk of transmission of infection is substantially reduced. The way to control this virus is the same, even with the current new variants. We are further strengthening the measures, to provide more reassurance and to help decrease disruption the virus causes to education.

We know that the predominant new variant of coronavirus (COVID-19) is more transmissible however, PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants.

In this section where something is essential for public health reasons, as advised by Public Health England (PHE), we have said 'must'. Where there is a legal requirement we have made that clear. This guidance does not create any new legal obligations.

This is the set of actions you must take. They are grouped into 'prevention' and 'response to any infection'.

If you follow the system of controls, you will effectively reduce risks in your setting and create an inherently safer environment.

These additional measures will be reviewed in partnership with health experts to decide whether evidence suggests that these measures can be eased ahead of the summer term.

Health & Safety

This is the set of actions schools must take are outlined in more detail in the sections below.

Prevention:

We must always:

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
- 7) Keep occupied spaces well ventilated.

In specific circumstances:

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available.

Response to any infection

We must always:

- 10) Promote and engage with the NHS Test and Trace process.
- 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- 12) Contain any outbreak by following local health protection team advice.

System of controls – Prevention

1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school

When an individual develops coronavirus (COVID-19) symptoms or has a positive test pupils, staff and other adults must not come into the school if:

- they have one or more coronavirus (COVID-19) symptoms
- a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms
- they are required to quarantine having recently visited countries outside the Common Travel Area
- they have had a positive test

They must immediately cease to attend and not attend for at least 10 days from the day after:

- the start of their symptoms
- the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test)

Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape risk of harm. More information can be found on NHS Test and Trace: how it works.

If anyone in your school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), you:

- must send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days
- advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection
- advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19)

Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for

the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test.

If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms.

2. Ensure face coverings are used in recommended circumstances

In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.

3. Ensure everyone is advised to clean their hands thoroughly and more often than usual

Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. We will ensure that pupils clean their hands regularly, including:

- when they arrive at the school
- when they return from breaks
- when they change rooms
- before and after eating

We will consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.

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.

4. 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.

5. 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

6. 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.

7. Measures elsewhere

We will continue to make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face-to-face or side on.

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".

8. Measures for arriving at and leaving school

A staggered start and finish will help child arrive and leave school in a safe and orderly manner.

Children can come to school any time between 8.50am and 9.05am. Please bring your child onto the playground where they will be greeted by staff and they will go straight to their classroom.

At the end of the school day, Reception and Key Stage 1 classes will finish at 3.10pm; Key Stage 2 classes at 3.20pm. Children will be brought out to the playground by a member of staff. We expect parents to remain socially distant on the playground and wear a mask where possible. Please leave the playground immediately when you have collected your child.

The side gate on Church Drive will be open and we hope to see a smooth flow of people using this exit.

9. 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.

10. Promote and engage in asymptomatic testing, where available

Rapid testing remains a vital part of our plan to suppress this virus.

Staff at St Andrew's will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries.

Primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age

pupils may find the LFD testing process unpleasant and are unable to self-swab. The DfE will review this approach in the light of any emerging evidence.

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

We will take swift action when we 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 10 days since they were last in close contact with that person when they were infectious. Close contact means:

- anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19);
- anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test:
 - face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre;
 - been within 1 metre for 1 minute or longer without face-to-face contact;
 - sexual contacts;
 - been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day);
 - travelled in the same vehicle or a plane

12. 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.

13. Attendance expectations

School attendance will be mandatory for all pupils from 8 March.

The usual rules on school attendance apply, including:

- parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age)
- the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

As usual, we are responsible for recording attendance, following up absence and reporting children missing education to the local authority.

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.

14. School uniform

We expect all children to wear their school uniform when we return on 8th March.

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.

15. SOCKS

SOCKS will operate as normal from 8th March. We hope to open the holiday club at Easter depending on demand. You can book in the usual way. A SOCKS information booklet and booking form is available in the Newsletters section of the school website.

16. The Recovery Curriculum

For pupils in Key Stages 1 and 2, we are expected to prioritise identifying gaps and re-establishing 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 ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages. We will continue to use our topic based curriculum.

At St Andrew's we aim to look at the key learning in the core subjects from the half 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 be able to observe the children in the usual way during the first few days and weeks of the return to school.

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. Extra-curricular activities can begin as we return to school.

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. We began to use this funding in the autumn term and this will continue.

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

We will continue to use assessment during the summer term. This will inform teaching, enable you to give information to parents on their child's attainment in their annual report, and support transition to secondary school.

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

17. Pupil wellbeing and support

As we did in the autumn term we will be implementing 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.

18. Contingency planning for outbreaks

For individuals or groups of self-isolating pupils and pupils who are shielding following government guidance related to coronavirus (COVID-19), remote education plans should be in place.

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

D. Marsh
Headteacher

R. Ruston
Chair of Governors



dyslexia aware school

Email: standrewsramsbottom@bury.gov.uk

Website: www.standrewsramsbottom.co.uk