

## **Crossdale Primary School – Parent info**

### **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 - 7th September 2020 for pupils, 2<sup>nd</sup> September for staff.

Our planning is underpinned by the Department for Education’s advice on effective infection protection and control which states the following:

“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”

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

All protocol and procedures are aligned to the School Risk Assessment document (available on request) that has been produced using a LA-approved template following ‘Guidance for full opening: schools’.

The following plan outlines relevant detail from the government’s guidance with further detail about how Crossdale 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 schools must follow government guidance, 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.

## 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**
- 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 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.

Numbers 7-9 above may require school to share pupil/parent/staff 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
<p><b>Prevention</b></p> <p><b>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</b></p>	<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, <b>they are not to attend school</b> for 10 days. 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 (oasis or SLT office) where they can be monitored and supported until they are collected by their parents or carers. The room that the child utilised will be immediately cleaned with disinfectant and the children/adults will wash their hands thoroughly for 20 seconds.</p> <p>There will also be a designated toilet assigned to children who fall ill (a staff toilet – to be signed). Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing both gloves and a mask.</p> <p>The symptomatic child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough, and if advice from PHE is the same. If the test is positive, all decisions about who should isolate, and for how long, will be taken in conjunction with Public Health England. It is likely individuals will be identified by PHE who need to self-isolate for 14 days and not attend school. 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><b>Prevention</b></p> <p><b>2. Clean hands thoroughly more often than usual.</b></p>	<p>Adults and children are to wash or sanitise their hands on the following occasions:</p> <ul style="list-style-type: none"> <li>- Entry to school</li> <li>- Before/after break times</li> <li>- Before lunch</li> <li>- If they change rooms</li> <li>- Before leaving school</li> <li>- Anytime that they visit the toilet or cough/sneeze into their hands.</li> </ul> <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.</p> <p>Where children are struggling to wash independently, they may receive support assuming the adult supporting is also washing their hands.</p> <p>If a child cannot appropriately wash their hands, then hand gel can be used as an alternative.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year 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><b>Prevention</b></p> <p>3. <b>Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</b></p>	<p>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 using the foot-pedal to open the bin 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><b>Prevention</b></p> <p>4. <b>Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</b></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. It will be stored appropriately within the classrooms.</p> <p>Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we will follow government guidelines.</p>
<p><b>Prevention</b></p> <p>5. <b>Minimise contact between individuals and maintain social distancing wherever possible.</b></p>	<p>The purpose of ‘bubbles’ is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Crossdale Primary will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible.</p> <p><b>Grouping the Children</b></p> <p>There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles 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 result.</p> <p>The DfE guidance reads as follows:</p> <p><i>“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 bubbles within their system of controls and increase the size of these groups.”</i></p> <p>In order for school to offer a curriculum that is best-placed to support ‘catch-up’ our bubbles will need to be in bases (Base 1: R/1/2, Base 2: Y 3/4, Base 3: 5/6). The reasons for this are as follows:</p> <ul style="list-style-type: none"> <li>➤ Availability of staff.</li> <li>➤ Availability of toilet facilities.</li> <li>➤ Staggered entry/exit times and break/lunch times can be managed more effectively in base bubbles rather than having lots of individual start/finish times.</li> </ul> <p>Within the government guidance, it recognises that younger children will not be able to maintain social 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.</p> <p>All staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum. Everyone should be mindful of good hygiene measures when moving between bubbles.</p>

**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. If tables are used, they should ideally face the front and children should sit side-by-side, not facing one another nor side on. Classrooms will be prepared as such ready for September, from Y2 upwards. As previously mentioned, younger children will not be expected to socially distance within their bubbles.

**Measures elsewhere**

There will be no whole-school events where children and adults are required to congregate (Parents' Evenings will take place via a phone call / video call. Base Meetings in the autumn term will be delivered via TEAMS or a video narrated PowerPoint. Assemblies will be limited to class assemblies initially and may then move to base assemblies over time. If base assemblies take place, children will distance from each other. Children are not to sing in class or during assembly, unless in a group of 15 or less and are observing socially distancing measures or are sat / stood side by side. SLT will deliver one short assembly a week via TEAMS to all classes (to be arranged weekly), once we have enabled all class computers to manage the technology.

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

The start and end time of school will vary for each phase bubble:

Reception: 9.00am – 3.30pm

Year 1: 8.50am – 3.20pm

Year 2: 9:10am – 3:40pm

Year 3: 9.00am – 3.30pm

Year 4: 9:10am – 3:40pm

Year 5: 9:10am – 3:40pm

Year 6: 9.00am – 3.30pm

The one-way system to enter the site and the staggering of start/collection times 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 bubbles. This will be difficult for some families of multiple children.

Parents are to be encouraged to walk to school where possible and only one parent will be permitted on the school grounds. If children cycle or scooter to school, then they are to use the storage area to lock their bike/scooter securely near the entrance gates.

SLT will be on the gate, and teachers will be on the playground, to support children and adults as they arrive at school. Parents must not congregate at the 'drop-off' point.

Parents must arrive on time for entry to school, they must not arrive early or late. In the instance that parents have children in more than one year group, parents may wait with their children at the front of school, strictly following social distancing from other parents and children. Parents will be asked to drop off and leave, rather than remain on school grounds.

Given that the external school gates will be open at 3.20pm, 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, social distancing must be adhered to.

	<p>Teachers will not be available to speak to unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact teachers through the class emails if they have queries about the day or they can call to make a phone appointment.</p> <p>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.</p> <p>Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they travel to 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. If face coverings are being worn in school, a new one should be put on, on arrival and an individual risk assessment must be used. Government advice advocates that children do not need to wear face coverings, however if children in Y4 or above wish to wear a mask, parents should approach SLT to discuss.</p> <p><b>Other considerations</b></p> <p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools.</p> <p>Where contractors can attend outside of school hours they should. If that is not possible, they should follow all procedures as determined by school.</p> <p>A record of all visitors must be kept to support NHS Test and Trace.</p> <p>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 bubble but should be cleaned following use.</p> <p>Games that encourage distancing and little touch need to be made available to the children. However, outdoor equipment should not be used unless we are able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Therefore, each group will need to gather resources from their classrooms or the PE cupboard so that they have dedicated outdoor equipment that is taken out and used exclusively by them. This is gathered back in at the end of their break/ lunch time and cleaned.</p> <p>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.</p>
<p><b>Prevention</b></p> <p><b>6. Where necessary, wear appropriate personal protective equipment (PPE).</b></p>	<p>Government advice states that 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"> <li>- Face masks</li> <li>- Aprons</li> <li>- Gloves of various sizes</li> <li>- Face shields (limited quantities)</li> </ul> <p>Children need to know that some adults might be wearing PPE and that it is 'ok'.</p> <p>Staff identified as clinically vulnerable or clinically extremely vulnerable may use visors at different times.</p>

<p><b>Response to any infection</b></p> <p><b>7. Engage with NHS Test and Trace.</b></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 (see definitions from guidance). 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.</p> <p>In some cases, it may be appropriate to issue a family with a home testing kit. Given the potential low numbers of kits, they will only be issued with the agreement of a member of SLT.</p> <p>Contact with the symptomatic family will be maintained so that school 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><b>Response to any infection</b></p> <p><b>8. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.</b></p>	<p>School should contact the local health protection team.</p> <p>In responding to any confirmed cases of Covid-19, schools should contact Public Health England (PHE) and follow their advice.</p> <p>School must provide the details to PHE of those children/adults that have been in direct close contact with a confirmed case.</p> <p>School will inform parents of the infection, but we will not reveal the name of the infected child/adult.</p> <p>In the case of a confirmed covid-19 infection, Public Health England will advise which children or adults need to self-isolate, and for how long.</p>
<p><b>Response to any infection</b></p> <p><b>9. Contain any outbreak by following local health protection team advice.</b></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 base bubble 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 base bubbles and then the remainder of school if required.</p>

## Section 2: School operations

Aspect of school	Action
<p><b>Attendance</b></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 impact of the pandemic on children's education, wellbeing and wider development.</p> <p><b>School attendance will therefore be mandatory again from the beginning of the autumn term.</b></p>	<p><b>Attendance expectations</b></p> <p>School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.</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 appropriate authority to pursue sanctions for families with non-attending pupils (in line with the local authority's code of conduct).</p> <p><b>Pupils who are shielding or self-isolating</b></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. Crossdale 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><b>Pupils and families who are anxious about return to school</b></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 meeting.</p> <p>These pupils are to be identified by school. A member of SLT will call those parents who have children not engaging in home learning and a record of calls to families where vulnerabilities exist will be made.</p>
<p><b>School Workforce</b></p>	<p><b>Deploying support staff and accommodating visiting specialists</b></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 bubbles, should there be a need to arrange cover for any reason.</p> <p><b>Supply teachers and other temporary or peripatetic teachers</b></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>Likewise, sports coaches and other providers will be permitted to teach various groups of children assuming that they are able to follow stringent distancing also. These will need to be consistent people, not changing week-to-week.</p>
<p><b>Safeguarding</b></p>	<p>All existing pre-covid safeguarding measures will return as normal, however the SLT will collate autumn term assessment information and consider additional time to 'catch-up' with those children requiring additional pastoral support as a result of prolonged absence from school.</p>
<p><b>Catering</b></p>	<p>The expectation is that the school kitchen will be fully open in Autumn term.</p>



<b>Lunch and break times</b>	<p>Midday supervisors will continue to support the supervision of lunchtimes, but they will be allocated to bubbles.</p> <p>A rota will be drawn up to ensure that, ideally, only members of staff within appropriate bubbles supervise their bubbles at break times. The playground will be split into zones and allocated to bubbles to avoid any cross-contamination.</p>
<b>Estates</b>	<p>We 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). Staff and children may need to wear extra layers in order to keep warm and as we enter winter weather we will monitor and review ventilation requirements carefully, in line with government advice.</p>
<b>Educational Visits</b>	<p>There will be no residentials planned in the autumn term, as per DfE instructions regarding overnight school trips.</p>
<b>Wraparound care</b>	<p>Wraparound care (Windmills Childcare) is permitted to commence. Children attending wrap around care will ideally need to be kept in separate base bubbles, observing very good hand hygiene.</p>

### Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
<p><b>Curriculum expectations</b></p> <p>The key principles that underpin government advice on curriculum planning are:</p> <p>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.</p> <p>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.</p>	<p>Crossdale Primary School will work on an interim curriculum plan that sees a return to a full curriculum by the start of the spring term. This model allows for appropriate 'catch up' and wellbeing provision.</p> <p>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.</p> <p>Our September 2020 curriculum will be as originally planned, and although only one project (instead of two) will be offered in autumn, our curriculum offer will still be aligned to our improvement plan.</p> <p>We will return to the normal teaching of all subjects and their full allocation by the start of the spring term</p> <p>Formative assessment will be used to a greater extent so that teachers can tailor children's learning.</p> <p>Home education will become a focus in the sense that it will become integrated into the school curriculum. Class teachers will plan and deliver lessons from September that will mean a shift to home learning (in the event of a lock down) is straight forward, with children confident using SeeSaw to submit and receive feedback on work (Class announcements weekly, spellings shared weekly in activities and Topic homework shared as appropriate, with children sharing their outcomes so that teachers can give feedback). Oak National Academy &amp; WRM lessons will be used periodically throughout the curriculum so that children are comfortable with the content and format in readiness to reverting to that way of working should local lockdowns or a national lockdown be imposed.</p> <p>Teachers will receive CPD to support the use of SeeSaw in September.</p>

<p>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>	<p>Information about our provision for home learning will be shared with parents in September 2020.</p> <p>Jigsaw was introduced in Summer 2020 and will form the spine for the RSE Curriculum. The Relationship and Sex Education element of our new curriculum will be planned and consulted on with parents shortly after the summer holiday. There is now leeway to defer the implementation of that curriculum content until the summer term 2021.</p>
<p><b>Specific points for early years foundation stage (EYFS), KS1 and KS2</b></p>	<p>For EYFS children, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. Teachers will 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. Children will be given equal opportunities for outdoor learning.</p> <p>For pupils in key stages 1 and 2, school leaders are expected to 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. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education (see Crossdale Curriculum Recovery Plan for more details).</p>
<p><b>Music</b></p>	<p>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.</p>
<p><b>Physical activity in schools</b></p>	<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>External coaches can still be used to deliver PE sessions as long as they also follow the protective measures.</p>
<p><b>Pastoral support</b></p>	<p>The Jigsaw Curriculum, alongside support from our ELSA (Emotional Literacy Support Assistant - Mrs Neale), will ensure that there is appropriate provisions and curriculum time allocated to support children’s wellbeing. These sessions will need to provide children with the opportunity to rebuild friendships and social engagement, as well as address issues linked to coronavirus.</p>
<p><b>Behaviour expectations</b></p>	<p>The current approved behaviour policy coronavirus amendment (Rainbow Rules) will still apply.</p> <p>At the start of term expectations of behaviour will be revisited and the school’s values of The Crossdale Way and the Rainbow Rules will be widely discussed so that the ethos of the school does not change. The climate and culture needs to remain one of high expectations and respect for one another.</p>

## Section 4: Assessment and accountability

Aspect of school	Action
<b>Primary Assessment</b>	<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"> <li>• the phonics screening check (Y2 autumn 2020, Y1 June 2021)</li> <li>• key stage 1 tests and teacher assessment</li> <li>• the year 4 multiplication tables check</li> <li>• key stage 2 tests and teacher assessment</li> <li>• statutory trialling</li> </ul> <p>Crossdale Primary will prepare for these tests in the same manner as has been done in previous years.</p>

## Section 5: Contingency planning for outbreaks

Aspect of school	Action
<b>A local outbreak</b>	<p>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.</p>
<b>Remote education support</b>	<p>Crossdale Primary School needs to be in the position to offer immediate remote education (home learning) if there was a local outbreak and subsequent lockdown.</p> <p>Our immediate response to a lock down will be the following:</p> <ul style="list-style-type: none"> <li>➤ Teachers will share lessons via Learning Mats on the class blogs and SeeSaw.</li> <li>➤ White Rose Maths lessons will be used as a weekly structure for maths alongside Oak National Academy lessons for English so that lessons can seamlessly continue to fulfil progressive objectives from the primary curriculum.</li> <li>➤ Provision for other curriculum areas will be in line with the children's current topic.</li> <li>➤ Teachers will monitor engagement with home learning and offer support where necessary.</li> <li>➤ Parents/carers will be able to take photos of their learning and send to class teachers             <ul style="list-style-type: none"> <li>○ Parents can upload photos via the SeeSaw app (more information to follow) so that teachers can monitor progress and offer supportive feedback if appropriate. For general enquiries, class emails can be continued to be used by parents if remote education is activated through a local lockdown.</li> </ul> </li> </ul> <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.</p> <p>Efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household. Please contact us if you would like to discuss this further</p> <p>The principles for delivery will be as follows:</p> <ul style="list-style-type: none"> <li>➤ Children will receive learning opportunities for a range of subjects each day</li> <li>➤ Teachers will be asked to upload short videos of themselves introducing learning mats or specific activities. Experience now shows us that this is very motivating for children.</li> <li>➤ Learning will be sequenced as per our current curriculum model</li> <li>➤ High quality explanations will be made by the teacher through curriculum resources such as Oak National Academy and White Rose Maths</li> <li>➤ Work will be checked through uploads to the SeeSaw app – the weekly learning mat will explain this.</li> <li>➤ Teachers will be available via class email so that they can answer general queries</li> </ul>