

School: All Saints Leek	Date: February 2021	Completed by: E Allbutt
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**Managed Recovery of Provision - Consideration Checklist and Action Plan** (*working document reviewed and updated at each stage of expansion*)

1. Safeguarding/ Vulnerable Groups	
<p>Consider:</p> <ul style="list-style-type: none"> <li>• Children not choosing to return to school, children not in school</li> <li>• Children who are self isolating, or who are/have family members who are shielding – not visible in school for extended periods of time.</li> </ul>	<p>Action:</p> <ul style="list-style-type: none"> <li>➤ Information to parents to make clear school is compulsory from September. <b>Headteacher</b></li> <li>➤ First day call system to be implemented as normal for all year groups. <b>Admin Staff</b></li> <li>➤ Children who cannot be contacted after 2 days – completed a My Concern and responsibility moves to DSL. <b>Admin Staff</b></li> <li>➤ If parents are choosing not to send their child – refer to Headteacher. Headteacher to arrange meeting and refer to agencies if needed. <b>Admin Staff/Headteacher</b></li> <li>➤ Children still officially shielding or being asked to isolate (if current advice is that is to continue) – information to be passed to class teacher. <b>Admin Staff/Class Teacher</b></li> <li>➤ Self isolating children and shielding families - weekly wellbeing check. <i>Person Responsible: Office Manager</i></li> <li>➤ Self isolating and shielding families – work sent home or emailed <i>Person Responsible: Class Teacher</i></li> </ul>

## 2. Premises and Transport

### Consider:

- Ensure Protective Measures are in place
  
- Physical and organisational structures to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas).

### Action:

- Ensure that the implementing protective measures in education and childcare settings is implemented in school, including agreeing on any necessary risk assessments. *Person Responsible: HT and Office Manager*
  
- Classrooms:
  - put away resources that cannot be cleaned
  - All rooms to be rearranged to accommodate whole class
  - Desks facing forward, spaced out as far as possible (Y1-Y4)
  - Normal classroom layout (EYFS)
  - Spaces between seats as great as possible.
  - Surfaces in rooms CLEAR to enable disinfecting 2x per day
  - Can use carpet area if enough space, as long as children face forward.  
*Person Responsible – Class Teacher*
  
- Entry and Exit Points:
  - Nursery – use Nursery Door
  - St George – St George Door
  - St Christopher – St Christopher Door
  - St David – main pupil entrance
  - St Patrick – main pupil entrance
  - St Andrew – main pupil entrance
  - St Mary – main pupil entrance
  - St John – main pupil entrance
  
- Start Times – Staggered times (from 8.40-9.00) See school day structure document.

- The plan for children being dropped off and collected which includes: queuing systems, entrance and exits to be used, staggered times if needed, social distancing of parents, safety of staff.

- Staff will rota on the entry points :
  - N, St G, St C, St D as normal (teacher/TA)
  - Staff member on main playground pupil gate and on pupil entrance to direct children straight to rooms  
*Personal Responsible: J Smith(to do rota), staff on rota*
- No parents inside in general. Children to go straight to classroom.  
*Person Responsible: Staff on rota*
- *If parents are required for meetings, use staffroom, meeting room or Headteacher room only. Parents to wear masks until in allocated space. Parents to socially distance from staff within meetings.*
- Break Times – *staggered breaks (see separate document and rota)*
- Lunch times – *staggered lunches (see separate document and rota)*
- Home Time:
  - Parents asked to collect between 3.10 and 3.30pm (see school day structure document)
  - If Nursery parents pick up at other times, this will have to be through the main office.
- Walkie Talkies to be used to send children up as needed. *Persons Responsible – Class Teacher and Class TA*

- How safety measures and messages will be implemented and displayed around school.
- what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.

- Signage and one way systems to be maintained in school grounds and inside school (around the square). Use cones and signs to direct parents. *Persons responsible: Malc and Office Staff*
- Letters to all parents explaining procedures for picking up and dropping off, and structure and school operation from March. *Person Responsible : HT*
- Laminated signs inside and outside to be maintained to remind parents, staff and children of practices they should follow *Persons Responsible: Office Staff*
- Cleaning staff to ensure covid-secure cleaning procedures. *Persons Responsible: Cleaning Staff*
- Classroom surfaces to be disinfected areas at dinner time and at home time. Each classroom will have appropriate sprays, cloths etc in the room. Sprays etc to be stored out of reach of children. Sprays to also be used if needed during sessions. *Persons responsible: Class Teachers, TAs, and lunchtime staff*
- Surface areas, taps, handles etc to be wiped down in toilets during the day. *Persons Responsible: am – RW, After lunch – dinner supervisors, After school – Cleaning staff*
- PPE equipment has been purchased. Gloves, aprons and masks are available if needed – ask at the office. *Office staff to monitor and maintain supplies.*

- Classroom resources – what resources should be put away, what resources are suitable to use, how they will be cleaned, what resources will be for individual use

- Class teachers to review classroom resources.
  - Each child to bring in wipeable pencil case with pencil, rubber, sharpener, glue stick and some coloured pencils. These to be stored safely in lockers or other suitable place. Class teachers to prepare bags if parents haven't supplied. Equipment to be named.
  - Class teachers to disinfect shared resources regularly.
  - Sand trays/ water trays etc can be used if hands are washed before and after.
  - Messy play e.g. playdough – consider individual pots, or washing hand before or after
  - Resources used across bubble (e.g. science equipment) MUST be disinfected or put away for at least 72 hours between use across bubbles.
  - Shared items – books, practical equipment - Children wash hands before and after use
  - Outdoor equipment – children to sanitise hands before use
- Limit the amount of equipment children bring into school each day, to essentials such as lunch boxes, hats, coats, books. A small bag is allowed. PE Kits to be brought in for the day only.

*Person Responsible: HT – send letter, class teachers/TAs to maintain above practices*

### 3. Health & Safety

#### Consider:

- the approach to enhance hygiene (for example, toilet use, hand washing) and decide on policy related to usually shared items (for example, books, toys, practical equipment).

- Grouping of children

#### Action:

- Handwashing
  - Children/staff asked to handwash upon leaving home
  - Children/staff asked to handwash on entry (with soap/water or sanitiser if not practicable).
  - Individual hand towels only – no shared towels. Hand towels to be sent home regularly.
  - Paper towels or hand driers can also be used.
  - Children reminded regularly of how to handwash
  - Children/staff asked to handwash/sanitise after breaks, before and after lunch.
  - Sanitizer to be available at all times.
  - Person Responsible – All staff
- Toilets
  - Classrooms with toilets. Class teacher to put in place suitable toilet procedures. This will be different depending on age of the children. EYFS staff to decide best manageable approach and implement. *Person Responsible: V Clewes*
  - Main children's toilets. – Continue use of toilet pass system. *Person Responsible L Mullen*
  - Ensure toilets are monitored at lunch *Person Responsible K Cooper*
- Children will keep within class 'bubbles'. Bubbles must be kept apart where possible.) No 'bubbles' to join together in general. E.g. No whole school assemblies, separate areas and/or times to play.
- Older children should be encouraged to keep their distance within groups.

- **Classroom Measures**

- limit sharing of rooms and social spaces between groups as much as possible. (e.g. rota planned so ICT area only has one class per day and can be cleaned at the end of the day).
- Children to be in their class groups for the majority of the classroom time,
- All staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable, maintaining good hygiene.  
Persons responsible: SLT to arrange, teaching staff to maintain.
- Clear records of which bubbles children, staff and volunteers have been in contact with to be maintained. Person Responsible: Office Manager
- Clear visitor records with contact details to be maintained. Persons responsible: Office Manager
  
- avoid close face to face contact and minimise time spent within 1 metre where possible.
- Ensure awareness of staff that BAME children are at higher risk. Consider locations of BAME children in classroom to reduce risk as far as possible, Person Responsible – All staff
  
- sit pupils side by side and facing forwards, rather than face to face (Y1 – Y4) where possible
- If children use a shared space e.g. meeting room, or library to read, the area must be used by children within the same bubble, and surfaces disinfected by the member of staff at the end of the lesson.

School must ensure that staff members and parents/carers understand that they will need to:

<ul style="list-style-type: none"> <li>• <b>the school level response should someone fall ill on site (in line with relevant government guidance).</b></li> <li>• <b>arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.</b></li> <li>• <b>What will children be wearing to school?</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school.</li> <li>➤ provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test &amp; Trace</li> <li>➤ self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> <li>➤ school will have a small number of home testing kits that we will give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. <b>Persons responsible: Headteacher and Admin Staff</b></li> <li>➤ If child has COVID symptoms: <ul style="list-style-type: none"> <li>○ Remove from class. Isolate in staffroom. Ring parents. Advise parents that they should follow government guidelines and not bring their child to school for 7 or 14 days as guidelines state. Siblings to also go home and follow guidelines. Staff who are with child to use PPE equipment, gloves, mask and apron and stay 2m away. Staff to safely dispose of PPE after, and handwash. Ring Local Protection team and follow advice. <b>Persons responsible: Headteacher and Admin Staff</b></li> </ul> </li> <li>➤ If adult has COVID symptoms: <ul style="list-style-type: none"> <li>○ Isolate in staffroom. Advise that they should follow government guidelines and not attend school for 7 or 10 days as guidelines state. <b>EA to reorganise staffing.</b></li> </ul> </li> <li>➤ If parent or household members have COVID symptoms:</li> </ul>
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	<ul style="list-style-type: none"> <li>○ Family members to self isolate for 14 days. Children must not be in school until test results known.</li> <li>➤ If a confirmed COVID case in school: <ul style="list-style-type: none"> <li>○ Urgently ring local Protection Team – follow advice given. <b>Persons responsible: Headteacher and Admin Staff</b></li> </ul> </li> <li>➤ Children to wear uniform as normal – allow flexibility for parents unable to obtain uniform due to retail limitations.</li> </ul>

4. HR, Staffing and staff well being	
<p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• <b>Consider options if necessary staffing levels can't be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers).</b></li> <li>• <b>Identify staff who can't return to school at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home (for example, supporting remote education).</b></li> <li>• <b>any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).</b></li> </ul>	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>➤ If staffing issues cannot be covered we will use our regular supply staff and agency staff. If this cannot be done, we will inform parents of that class that school will not be open for those children until we can staff the class.</li> <li>➤ Senior Leaders – if HT absent DHT to stand in, and supply to cover class.</li> <li>➤ If all SLT absent, the Trust will be informed, and a decision made with TTLT whether to close school or staff with Trust staff.</li> <li>➤ No staff currently.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>staff workload expectations (including for leaders).</b></li>   <li>• <b>put in place measures to check on staff wellbeing (including for leaders).</b></li>   <li>• <b>What provision for social times can there be for staff – including time together (while social distancing), staff room facilities, shared breaks etc</b></li>   <li>• <b>Volunteers</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff to be asked to be flexible on hours if needed, but SLT to try to maintain staff normal hours if at all possible. It is understood that staff may not be able to be flexible, and will not be expected to do this.</li>   <li>➤ Children who are shielding or having to isolate will be provided with remote learning – see separate document (continuity of provision)</li>   <li>➤ Staff are encouraged, as always, to share concerns and worries. If we don't then we can't implement changes. If we do, we may be able to help. If you see someone struggling, offer some help if you can. If you are very concerned speak to your KS leader or HT.</li>   <li>➤ Staffroom will stay. Half of the chairs to be removed to ensure 1m+ distance. Please keep chairs 1m+ apart. 2m ideally. <b>NO SITTING ON THE FLOOR OR STANDING BETWEEN CHAIRS</b></li>   <li>➤ Breaks will need to be staggered. Person <b>Responsible: JS to do rotas.</b></li>   <li>➤ Volunteers may be used to support the work of the school, as would usually be the case.</li>   <li>➤ Mixing of volunteers across classes should be kept to a minimum, and they should remain socially distanced from pupils and staff <i>where possible.</i></li> </ul>
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5. Governance	
<p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• <b>How to maintain governance, meetings and governor involvement in school during this period.</b></li> <li>• <b>How to keep governors informed during constant periods of change.</b></li> </ul>	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>➤ Until further notice, Governors meetings will remain on Microsoft Teams. Paperwork will be also available using Teams.</li> <li>➤ The governor chat facility on Teams will continue to be used to keep governors up to date. This will enable governors to ask questions too (on the understanding that we can't always reply immediately!) If you would like to use Teams to have a virtual face to face chat (e.g. Keith's Chair Chat!) please can you email or use teams to arrange a time for a meeting.</li> </ul>

6. Curriculum – home/school	
<p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• <b>what learning is appropriate - for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support.</b></li> </ul>	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>➤ KS Leaders to decide curriculum priorities with their key stage. Review current planning and prioritise <b>within</b> subjects. <b>(Persons responsible : Key Stage Leaders)</b></li> <li>➤ In KS1/2, prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, writing and mathematics). Children to be assessed in Reading, Writing and Maths. Staff to use this assessment to put in <b>teacher judgement</b> assessments at Easter. <b>(Persons responsible : Class Teachers)</b></li> <li>➤ Substantial modification to the curriculum may still be needed, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content when the children are ready to do so.</li> </ul>

<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>identify what provision can be reasonably provided for in line with education, health and care (EHC) plans.</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ For children in nursery, teachers should focus on the prime areas of learning.</li> <li>➤ In Reception, teachers should assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.</li> <li>➤ curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year,</li> <li>➤ Singing should not take place in larger groups such as school choirs or whole school assemblies.</li> <li>➤ Singing in smaller groups is allowed, but children should be encouraged not to project their voices.</li> <li>➤ Outdoor sports should be prioritised.</li> <li>➤ <b>LM</b> - Look at reasonable provision for when EHC/SEND children in school. Plan for Spring/Summer term provision.</li> <li>➤ statutory primary assessments will not take place in summer 2021.</li> <li>➤ Reception baseline assessment has been postponed until September 2021,</li> </ul>
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7. Communications – pupils/parents	
<p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• <b>How will communication between parents and school continue?</b></li> </ul>	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>➤ Use ParentPay to send letters by emails wherever possible, or by text.</li> </ul>

<ul style="list-style-type: none"> <li>• How will we deal with parental anxiety?</li> <li>• How will parents of children who are at school continue to contact school?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff to continue to use phone/email to communicate with parents where appropriate rather than inviting parents into school for a meeting. Seesaw to continue to be used for homework. <b>Persons responsible- Class teachers</b></li> <li>➤ Clear information to go out regarding the procedures the school has in place for March. However, it will also make clear that school is attempting to manage the risk, and cannot minimise or eliminate the risk. <b>Person Responsible – HT</b></li> <li>➤ Ask parents to contact by phone or email rather than face to face if possible <b>Person Responsible – HT and office manager</b></li> </ul>
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8. School Organisation	
<p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• numbers of pupils and agree staffing resource, school day structure and rotas.</li> <li>• Planning the content and timing of communications to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection).</li> </ul>	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>➤ See Staff Rota and Timetables for September.</li> <li>➤ Send out parent information booklet with communication of all relevant information from this document before 8<sup>th</sup> March <b>Persons responsible: HT and Office Manager</b></li> </ul>

<ul style="list-style-type: none"> <li>• <b>Plan to resume taking attendance registers and continuing to complete the online educational setting status form to provide daily updates on how many children and staff are in school.</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Attendance registers resume as normal. Correct codes to be obtained from Local Authority. Class teachers to complete daily. Record absence reasons as normal. <b>Persons responsible – class teachers and office staff.</b></li> </ul>
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9. Partner Provision	
<p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• <b>Work with your catering supplier to ensure meals are available for all children in school. Also, consider your arrangements for those year groups still out of school and eligible for benefits related free school meals.</b></li> <li>• <b>Agree how breakfast club and after-school clubs can operate (in line with the <a href="#">implementing protective measures in education and childcare settings</a> guidance)..</b></li> </ul>	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Office Staff/Headteacher</b> to liaise with Catering to arrange provision: <ul style="list-style-type: none"> <li>○ Hot dinners/packed lunches to be provided to separate bubbles in the hall. Rota for lunch to be spread over two hours.</li> <li>○ Complete disinfecting of tables and chairs in between class bubbles.</li> <li>○ Lunchtime staff to organise rota. If absences require a change to the rota, a record of any changes should be kept. <b>Persons Responsible: Senior Lunchtime Supervisor and Office Manager</b></li> </ul> </li> <li>➤ <b>Kids Club – see separate plan</b></li> </ul>

10. Contingency Planning	
<p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• individuals or groups of self-isolating pupils,</li> </ul>	<p><b>Action:</b></p>

<ul style="list-style-type: none"><li>• a contingency plan for if the school needs to close.</li></ul>	<ul style="list-style-type: none"><li>➤ school must to have the capacity to offer immediate remote education for individuals or groups self isolating. Person <b>Responsible: Headteacher</b></li><li>➤ See Remote Learning Contingency Plan</li></ul>
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