

Ryarsh Primary School

September 2021 Plan



Written by	Daniel Childs
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On Monday 5th July, the Prime Minister provided details of the final roadmap step (Step 4) as we transition out of lockdown.

When England moves to Step 4 of the roadmap, the government will continue to manage the risk of serious illness from the spread of the virus. This will mark a new phase in the government's response to the pandemic, moving away from stringent restrictions on everyone's day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk. More detailed information on how the government will do this is set out in [COVID-19 Response: Summer 2021](#).

Controls that apply in early years, schools, colleges and higher education institutions will change to maintain a baseline of protective measures while maximising attendance and minimising disruption to children and young people's education. New guidance has been published for arrangements in education settings from Step 4, covering both the summer period and the following term, when children will return to school.

One of the most important changes is to tracing close contacts and isolation. When England moves to Step 4 of the roadmap, the government will be removing the need to keep children and young people in consistent groups ('bubbles') in schools, colleges and out-of-school settings.

Also from Step 4, education and childcare settings will not routinely be required to undertake contact tracing for children and young people. From that point onwards, close contacts will be identified directly by NHS Test and Trace. Settings may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases. Pupils and students who test positive will be subject to the normal test and trace process, which will identify close contacts.

From Monday 16 August, children under 18 years old, and those who are double vaccinated, will no longer be required to self-isolate if they are identified as a close contact. At this point, close contacts of a positive case will be informed by NHS Test and Trace and advised to take a PCR test.

Self-isolation will continue for those who have tested positive for COVID-19.

In formulating this plan, as the school have done throughout the pandemic, the needs and safety of the children have been placed as the highest priority. Over the previous 18 months, we have seen how when well-planned actions are communicated and implemented well, they can be successful.

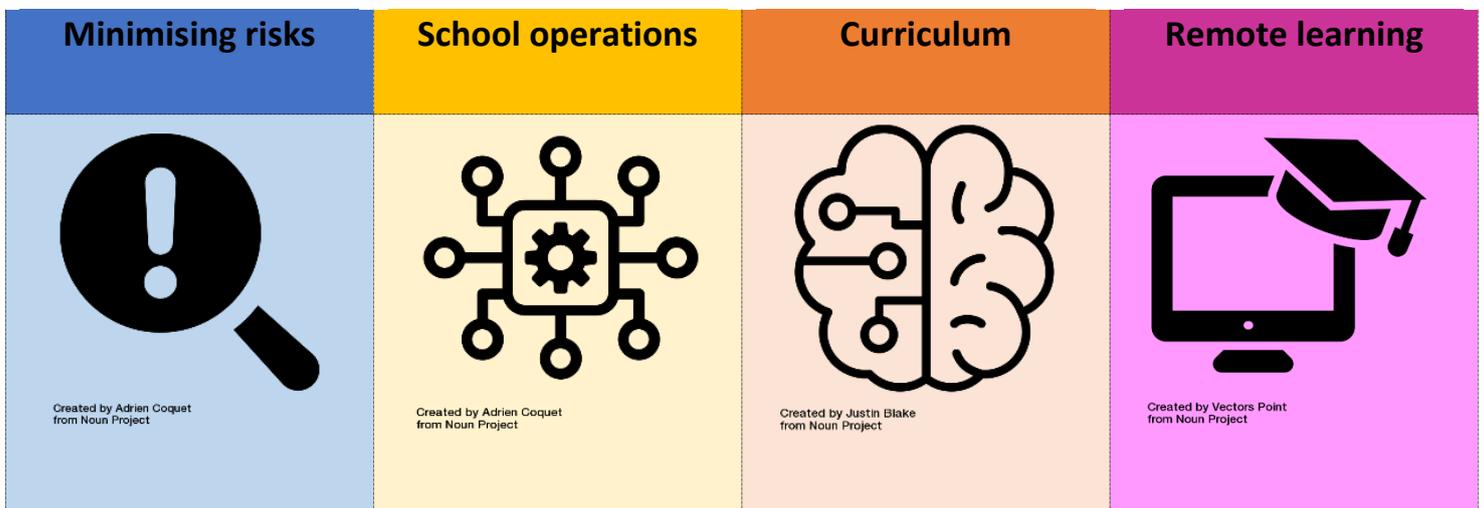
This plan will summarise how Ryarsh Primary School will operate from September 2021 and is based on the following document:

[Operational Guidance](#)

Risk Assessment

We must comply with health and safety law and put in place proportionate control measures. We will regularly review and update our risk assessments - treating them as 'living documents', as the circumstances in our school and the public health advice changes. This includes having active arrangements in place to monitor whether the controls are effective and working as planned. A revised risk assessment will be produced and shared, in keeping with updated operational guidance.

Our school plan is divided into the following key sections:



Section 1: Minimising Risks

Control measure	Action
1. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19	<p>If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive, they are not to attend school. Information about these symptoms can be found by visiting:</p> <p>https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/</p> <p>A child becoming symptomatic</p> <p>If a child in the setting becomes unwell and is displaying symptoms of coronavirus, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space (the Den/Nurture room) where they can be monitored and supported until they are collected by their parents or carers. The door will need to remain closed and a window should be opened for ventilation.</p> <p>There will also be a designated toilet assigned to children who fall ill. Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned using standard cleaning products by a member of staff wearing both gloves and a mask.</p> <p>The designated isolation spaces/toilets are as follows;</p> <ul style="list-style-type: none">- Isolation space: Den/Nature Room- Toilet: Kitchen corridor <p>The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough.</p> <p>A positive test</p> <p>If a positive PCR test is returned, pupils, staff and other adults should follow public health advice on when to self-isolate and what to do.</p> <p>Tracing close contacts and isolation</p> <p>From September, close contacts will be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.</p> <p>As with positive cases in any other setting, NHS Test and Trace will work with the positive case to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact. We may be contacted in</p>

	<p>exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases.</p> <p>From 16 August 2021, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case. Instead, children will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. All individuals are encouraged to take a PCR test if advised to do so.</p> <p>Admitting children into school</p> <p>In most cases, parents and carers will agree that a pupil with symptoms should not attend the school, given the potential risk to others. If a parent or carer insists on a pupil attending school, we can take the decision to refuse the pupil if, in our reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19.</p>
<p>2. Ensure good hygiene for everyone</p>	<p>Hand washing</p> <p>Frequent and thorough hand cleaning should now be regular practice. We should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser.</p> <p>Respiratory hygiene</p> <p>The ‘catch it, bin it, kill it’ approach continues to be very important.</p>
<p>3. Maintain appropriate cleaning regimes</p>	<p>We need to maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces.</p> <p>Children should be allowed to go to the toilet as they would do in a normal school day. Toilets will continue to be allocated in the following ways:</p> <ul style="list-style-type: none"> • Reception: reception toilets • Year 1 & 2: toilets by the hall • Year 3 & 4: toilets by the office • Year 5 & 6: toilets in the pod <p>During breaktimes, children can use any toilet in the school. Most children are likely to use the toilets they are familiar with.</p>
<p>4. Keep spaces well ventilated</p>	<p>It is important to ensure our school is well ventilated and that a comfortable teaching environment is maintained.</p> <p>We should identify any poorly ventilated spaces as part of our risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example school plays.</p>

Other information**Face Coverings**

From September, face coverings will no longer be advised for pupils, staff and visitors either in classrooms or in communal areas.

Section 2: School operations

Aspect of school	Action
Attendance	<p>School attendance is mandatory for all pupils of compulsory school age and it is a priority to ensure that as many children as possible regularly attend school.</p> <p>Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness). For pupils abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply.</p>
Uniform	<p>Normal school uniform will return from September 2021, in line with our uniform policy, including the use of black shoes.</p> <p>School uniform can be purchased using the ParentMail account. Any queries on sizes should go directly to the office.</p> <p>On days when the child has PE, the children will continue to come to school in their PE kit. The PE kit will need to align once again with the school uniform policy. There will be some minor adjustments in that children will be able to wear plain black or plain green shorts, jogging bottoms or sporting leggings. This will help ensure that our children are more comfortable when wearing PE kit and make it easier for parents to find an appropriate colour.</p>
Groupings	<p>In September, it will no longer be necessary to keep children in consistent groups ('bubbles').</p> <p>As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and we no longer need to make alternative arrangements to avoid mixing at lunch.</p>
Measures for arriving at and leaving school	<p>There will no longer be the need for staggered timings at the start or end of the day. The timings to the school day will return to normal:</p> <ul style="list-style-type: none">• School will open from 8:40am• Children will be collected from the playground at 3:15pm (Reception staff will still take the children outside a little bit earlier at the end of the day at approximately 3:10) <p>The same system will continue in terms of the one way entry system in the morning.</p> <p>In the afternoon, families will leave via the pedestrian gate as staff will be leaving the car park at the same time. The blue line will continue to act as a guiding line for where parents should stand when collecting children.</p>

	<p>Children will continue to use the external doors to their classrooms to prevent large groups of children gathering in the corridors. The only group that will be using the corridors will be children in reception. They will be entering by the nurture room and then entering their room via their outdoor area.</p> <p>No dogs will be permitted on site.</p> <p>The school office can now be accessed by parents.</p>
<p><i>Lunch and break times</i></p>	<p>Breaktimes will no longer be staggered. Children will play on either the playground or field with teachers supervising.</p> <p>The timetable for eating in the hall will be as follows:</p> <p>Sitting 1</p> <ul style="list-style-type: none"> ➤ Reception: 12:05-12:35 (assisted by buddies to begin with) ➤ Year 1: 12:10-12:35 ➤ Year 2: 12:15-12:35 <p>Sitting 2</p> <ul style="list-style-type: none"> ➤ Year 3 & 4: 12:35-12:55 <p>Sitting 3</p> <ul style="list-style-type: none"> ➤ Year 5 & 6: 12:55-1:15 <p>Children can now face each other when eating.</p>
<p><i>Extended Schools (breakfast and after-school club)</i></p>	<p>Extended schools will operate much the same in September.</p> <p>The key difference is that children are not required to sit in designated areas from September. All children can mix with each other.</p>

Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
<p>Curriculum expectations</p>	<p>Ryarsh Primary School will continue to teach an ambitious and broad curriculum. Where appropriate, teaching time will be prioritised to address the most significant gaps in pupils' knowledge. We will ensure that our curriculum planning is informed both by an assessment of children's learning and gaps in their knowledge. Regular use of formative assessment in the current term will help us modify the curriculum for our children, without the use of summative tests.</p> <p>Timetables can be altered to suit the learning of the children and to maximise the time spent on delivering a broad curriculum for our children.</p> <p>The active mile will continue to provide an important opportunity for regular exercise for our children.</p> <p>Classroom layout The layout of the classroom is determined by the class teacher. Children no longer need to sit in forward facing rows.</p> <p>Music & PE lessons Music and PE lessons can return to normal.</p>
<p>Learning behaviours and routines</p>	<p>Children benefit from having a clear structure and routine. They like to know what to expect and when to expect it. We will need to take the time to reteach and practice the routines and behaviour we want to see. September is a wonderful time to set the culture and climate of the classroom.</p> <p>We will also spend time in those first days introducing our new values, discussing what they will look like and how we will demonstrate them in our school.</p>
<p>Supporting Mental Health & Wellbeing</p>	<p>Our ongoing support for children's mental health and wellbeing will be vital.</p> <p>All classes will need to create a 'this is me' display during the first two days of the year. This helps build a sense of belonging and celebrates the uniqueness of each child.</p> <p>Support such as the listening ear can return. This will need to be discussed with the reception team and Amanda to ensure that it can be timetabled effectively.</p>
<p>After school clubs</p>	<p>After school clubs will return in the autumn term.</p>
<p>Additional Support</p>	<p>It is our intention to continue to offer additional tutoring opportunities before and after school. This will begin in term 1, once the children have settled back into school.</p>

Remote Learning Plan

Aspect of school	Action
Remote education	<p>Where appropriate, we will continue to support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. Schools subject to the remote education temporary continuity direction are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19. We need to maintain our capacity to deliver high quality remote education for the next academic year.</p> <p>What is remote education?</p> <p>There are different definitions out there, but the ones used by Ofsted are:</p> <ul style="list-style-type: none">• Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.• Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.• Blended learning: a mix of face-to-face and remote methods.• Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date. <p>What have we learnt?</p> <p>The Education Endowment Foundation has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:</p> <ul style="list-style-type: none">• Ensuring children receive clear explanations.• Supporting growth in confidence with new material through scaffolded practice.• Application of new knowledge or skills.• Enabling children to receive feedback on how to progress. <p>It is important that schools consider how to transfer into remote education what they already know about effective teaching in the live classroom.</p> <p>Principles guiding our remote learning offer</p> <p>Providing children with a strong remote learning offer is crucial to make sure that our children are still able to develop and progress. It will be vital to provide an approach to education that is:</p> <ul style="list-style-type: none">• Meaningful for the children• Manageable for staff, parents and children• Fair and accessible for all• Flexible and adaptable <p>Our remote learning offer will be completely bespoke and based on the needs of our children. It will be based on the current programme of study for each child.</p>

Accessibility

We recognise that some pupils may not have suitable online access at home. Where this occurs, we take the following approaches to support those pupils to access remote education:

- Loan out our existing laptops. This can be requested by emailing the headteacher on daniel.childs@ryarsh.kent.sch.uk
- Support families to improve internet connection at home. This can be requested by emailing the headteacher on daniel.childs@ryarsh.kent.sch.uk
- Print off a weekly pack of all learning materials. This can be requested by emailing the class teacher.
- Allow children to bring their completed work to school so that teachers can analyse the work and provide feedback (only if a family does not have online access).

Remote education support in the event of a whole bubble closure.

Curriculum Expectations

We teach the same curriculum remotely as we do in school wherever possible and appropriate.

However, we have needed to make some adaptations in some subjects. We will often need to adapt our subject curriculum when moving to remote education, for example because some topics are hard to teach remotely.

Daily lessons (Monday-Thursday) will be provided in reading, writing and maths, with ongoing learning opportunities provided in spellings and timestables/mental maths. These ongoing learning opportunities will be listed in the English and maths plans for each class.

On Friday mornings, we will be offering video lessons in other subjects such as history/geography, science or art. As part of these lessons, children will still be developing their learning in areas such as reading, writing and mathematics. At Ryarsh, we take great pride in nurturing and developing well-rounded children. To do this, we think it is vital to provide them with more teacher time to develop their learning in a wider range of subjects. These Friday morning sessions will also include pre-recorded videos in year 1 and live lessons in years 2-6.

In the afternoon, we will focus on providing opportunities that are designed around the theme of 'heart, mind and body'. These plans will be based around our other foundation subjects such as PE, music, art projects, and PSHE. The plans will be included on a weekly plan and uploaded to the google classroom pages so all children in the school have access to the same opportunities.

In total, children in key stage one will receive a minimum of 3 hours of learning opportunities per day. In key stage 2, children will receive a minimum of 4 hours of learning opportunities per day.

Lessons

For children in years R & 1, the teachers will be recording videos for the start of each reading, writing and maths lesson for each child to watch as part of the lesson. This will be of the teacher recapping previous learning and then explaining/modelling the new learning that is due to take place as well as the task that the children need to complete. This allows the teacher to provide clear explanations of new content. Modelling the task should be a key part of the lesson. This should last approximately 10 - 15 minutes but will be adjusted depending on the nature of the task and lesson. These videos will be uploaded as part of the lesson resources and assignments set on google classrooms the day before the lessons.

For children in years 2-6, the teachers will be providing 'live' sessions on zoom for the start of every reading, writing and maths lesson. This will be of the teacher recapping previous learning and then explaining/modelling the new learning. This should last approximately 20 minutes but will be adjusted depending on the nature of the task and lesson. This allows the teacher to provide clear explanations of new content and clearly model the children's learning. Modelling the task should be a key part of the lesson.

These live lessons should be recorded by staff so that they can be posted on the google classroom page at the earliest opportunity. These 'live' recordings of the teacher explaining/modelling the learning and task will be uploaded on to the google classroom page at the earliest opportunity during the same day so parents can have access to the recording. In order to help with this, we would encourage classroom teams in years 2-6 to utilise other adult support in their classroom to allow teachers to upload the videos as soon as possible with lunchtimes being the latest times videos will be uploaded. Teaching assistants could cover the smaller classes for a short period of time by leading on other activities such as the active mile, class reading, mindfulness, colouring, yoga, assembly, etc.

During the live sessions, children should be on mute to allow lessons to proceed smoothly. They may be asked to unmute themselves in order to answer a question. We also ask the children to keep the video function off as this provides an additional safeguarding measure for staff and, we believe, improves children's ability to concentrate on the teacher.

Details of the zoom sessions will be uploaded on to the google classroom pages.

Once the video input is complete, the children will be completing the tasks set as google assignments. The Google Assignments set for all children across the school will help us provide meaningful and ambitious work each day. These will need to then be submitted to the teacher so that feedback can be provided. These assignments will help us gauge how well pupils are progressing through the curriculum, and help us to adjust the pace or difficulty of what is being taught. For reception they will be set in phonics and writing/maths each day. In year one, they will be set for phonics, writing and maths each day. In the rest of the school, they will be set for reading, writing and maths each day.

For the foundation subjects we are completing, a detailed plan with accompanying resources and tasks will be set for the children to complete. On a Friday morning, teachers will provide video lessons for two foundation subjects, choosing from science, history/geography, and art. These will include a video, and the task will be set as a google assignment. The structure of Friday mornings will be:

- Lesson 1 – Before break
- Lesson 2 – After break
- Lesson 3 – Mind Time (before lunch)

For the afternoon lessons (Monday –Friday), we will upload plans and resources to the google classroom pages. Parents can submit children's completed work in these subjects to the teachers but there is no expectation to provide individual feedback in the same way as a google assignment.

Parents will be provided with all foundation lessons for each week on one document. Foundation lessons can then be delivered flexibly, in order to suit each family's circumstances.

Lesson plans and resources upload

Lesson plans for the week will be uploaded on to the google classroom page on a Sunday between 10am-12pm.

Resources and assignments for the next day's lessons will be uploaded on to the google classroom page between 4pm -6pm the day before.

The google classroom pages should be organised as before so that resources can be located easily by the parents.

Feedback

Feedback will be provided by teachers on all assignments submitted in reading, writing and maths. To manage this, parents need to submit work by the Sunday night to receive feedback for work completed during the prior week.

During 'live' sessions, teachers will question both children at home and in class to help gauge their understanding of tasks.

Through the work submitted and the questioning used, we will adjust children's learning to suit the needs of the class.

Other support

Teachers will upload their daily timetable on to the google classroom page as this could provide a suggested structure to help support and guide home learning.

Where we can, we provide printable packs, ready for collection at the office by Monday 9am.

Reading books in years R, 1 and 2

We will still be making phonics books accessible for children in year R, 1 and 2.

These will be offered on a rotation basis using large boxes in the car park on specific days.

When collecting books, hand sanitiser will be provided for parents to use both before and after touching the boxes.

Tracking Engagement

All children should be engaged with their remote learning. Whilst we ensure that we provide a full curriculum offer to all children, we also understand that families will need to find a way to best utilise remote learning. Our remote learning approach has been designed so it can be applied in a number of different ways to suit various circumstances. We expect children to engage in their reading, writing and maths learning and we provide wider curriculum opportunities for all children.

For some families, we agree to other arrangements to help them submit children's work and engage in home learning. This is always in agreement with the school and parents.

We expect parents to keep in communication with the school so we are able to guide and support as necessary. We provide timetables for each class to help parents set routines for their children. However, we also appreciate that the best routine at home is one that works for all.

Every day, teachers fill in a tracking form to monitor the engagement levels of the children. If we have not heard from a family for two consecutive days, the class teacher will contact the family. If we go three consecutive days without any engagement, a member of the leadership team will contact the family. These conversations should help identify the barriers to engagement and seek to provide support and solutions to help children complete their home learning. Should there be no engagement in home learning for a whole week and no response from the family following contact from school, the district safeguarding team will be contacted to obtain further advice.

Children with additional needs

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Liaison with class teacher
- Liaison with SENCo
- Virtual support with TA (where appropriate)
- Printed packs of resources each week.

Remote education for children required to shield or self-isolate.

For any children required to shield or self-isolate, we will make sure that they are provided with a remote learning offer similar to the whole class offer detailed above.

When the period of shielding or self-isolation begins, the class teacher will contact the family to identify the best way to support.

Any child in reception and year 1 will be provided with pre-recorded videos for lessons in reading, writing and mathematics.

Any children in year 2 -6 will be able to watch the teacher's input of a lesson via the use of zoom, in a similar way to our current remote learning approach.

Following the video input of a lesson, work will then be provided for the children to complete. Work will need to be sent to the class teacher by email or via the Google classroom page so the teacher can provide feedback.

Plans and resources for other subjects will also be made accessible for parents by either email or by the google classroom page. Parents can choose to send the work to the class teachers for feedback but this is entirely optional for these subjects.

Ongoing communication between the class team will be key in making sure that our children feel connected to the class. This may include zoom social catch ups with the child. The best way to provide this pastoral care will be identified from discussions with the parents.