



# MALCOLM SARGENT PRIMARY SCHOOL

Love To Learn

## MALCOLM SARGENT SCHOOL RE-OPENING PLAN SEPTEMBER 2020:

### Plan "A"

In summary, we are:

- Expecting all pupils to return to school in September
- Teaching a full, broad, balanced and ambitious curriculum
- Reducing risk of the spread of COVID-19 as far as possible

### Beginning and end of the day

We have six entrances to the school site, which allow for good access. However, we are not going to specify which of these entrances parents use, because this is impractical given the size of our "footprint" and the spread of our families' homes. Instead, we are encouraging parents to avoid congregating at the approaches to school and in the playgrounds and will be operating a one-way system around congested/confined areas. We have established a 15 minute drop off session at either end of the school day to further aid the easing of congestion and we encourage parents to make use of this flexibility when dropping off/collecting children. Additionally, to maximise the flexibility for parents dropping off and to reduce congestion on and off the school site, we will have two start and finish times:

	Drop off between	Register	Lessons start	Lessons end	Collection between
FS/Y1/Y3/Y5	8.35-8.50	8.50	9.00	3.05	3.05- 3.20
Y2/Y4/Y6	8.50- 9.05	9.05	9.15	3.20	3.20- 3.35

**Gates will open at 8.30 & close at 3.40**

If you are late in arriving to drop off or collect your child, you will need to go to the classroom fire door to collect. If the gates are closed, or your child is no longer in the classroom, please go round the outside of school to the office. Please try not to be late at either end of the day as we do not want to mix children from different classes as they wait to be collected.

### Class organisation

The virus spreads between people who are in close contact. We are therefore adopting two concepts to reduce the contact and mixing of people whilst still delivering a broad, balanced curriculum. Both measures help, and the balance between them depends upon the children's ability to distance, and the feasibility of keeping distinct groups separate:

- **Separating:** keeping the class groups separate in "bubbles"
- **Distancing:** maintaining distance between individuals

For younger children, the emphasis is on separating groups, for older children, on distancing. All children will be supported to maintain distance, and not touch staff when possible.

Children will primarily operate in their class group/room, with their designated class teacher, distancing wherever possible and minimising close contact with other groups in the school. This is so that, if there is an outbreak, then we will have minimised the potential disruption and number of people who have been in close proximity and would potentially need to self-isolate.

Pupils will enter/exit the classroom from their external classroom doors, significantly reducing use of corridor and cloakroom areas. We will be minimising the mixing of children across class groups and not having any large congregations such as assemblies.

### **Seating plans**

Tables and chairs have been set up so that no pupils are facing each other. Individual class teachers have reviewed where pupils will sit. Children will sit side by side, with two children per desk. Those pupils who have had low levels of engagement during lockdown and may require additional support will be seated nearer to the front. Each pupil will have their own set of resources in an individual tray within their desk space, or under the desk, with their other possessions, to limit movement around the class.

Children will line up when coming into class, e.g. from break times, in the order of front row to back row to ease movement into classrooms and avoid children having to pass each other once seated.

Where staff need to work with individual children or small groups of children from more than one bubble, care will be taken to maintain distancing.

### **Visibility of leaders around school**

Leaders will continue to walk the school, helping and assisting, but will ensure that they use corridors at times when transitions are at a minimum to aid social distancing. Each classroom will have a demarcation on the floor where no children, furniture or equipment will be, enabling leaders to enter the classroom, speak to children, observe learning and generally be present around the school.

Zoned areas of the playground have been established to keep different groups separate. These will allow leaders to walk around the playground, observing and chatting to pupils at a distance.

The school has also planned a timetable for class assemblies, story time and whole school assemblies, all involving interaction from different classes, through the use of MS Teams and SeeSaw.

### **Behaviour**

A calm, organised and positive learning environment helps everyone work better. We know that our pupils have excellent behaviour, and we will be guiding them with some of the further rules/adjustments which we will need to keep everyone

safe, by reiterating these again in September. (Mrs Cox will be coordinating our special needs work for pupils who require further adjustments.)

## **Curriculum**

We are teaching an ambitious and broad curriculum in all subjects from the start of the autumn term. We will prioritise identifying gaps, establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics). In case of pupils missing content, we will prioritise within subjects the most important components for progression rather than removing subjects. We are also emphasising reading, and encourage all pupils supported by their parents and teachers to read as much as possible over the summer.

For pupils joining us into Foundation Stage in September, our curriculum will focus on the prime areas of learning; 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. In particular, we will ensure the children's acquisition of phonic knowledge, whilst extending their vocabulary.

## **Specific Curriculum Adjustments**

### **Phonics teaching (Read Write Inc strategy)**

For the vast majority of the time, FS, Y1 and Y2 pupils will be in class bubbles. However, the ability range of the children in this school is such that effective teaching of phonics will require the use of 'bubbles within bubbles', creating small ability-based phonics groups within a year group bubble. Pupils will therefore be split into small phonics groups, taught by the teachers and the teaching assistants in that year group to ensure pupils' mastery development.

Where a phonics bubble is taught by a member of staff not working within the year group bubble, the group seating arrangements (including that of the staff member) will ensure distancing between the staff member and the children. Staff and pupils will wash their hands prior to joining their phonics group and after the session.

Children will have two phonics sessions a day to support catch-up. Initially, only one of these will be with their phonics ability bubble with the other being class-based, to reduce the number of times pupils need to be in sub-groups outside their class bubble.

### **Educational visits**

We will make use of outdoor spaces in the local area to support delivery of the curriculum. However, we will not be undertaking residential visits or those visits requiring transport for the time being.

### **Specialist teaching**

Specialist teachers will continue to teach different classes, but arrangements will be made to ensure that the teacher is distanced from the pupils. They will be restricted in the number of classes they teach, such as by utilising fewer but longer teaching sessions when possible. When the teacher cannot teach a class in person (due to the number of classes they are already covering) the specialist

teaching will be live-streamed via MS Teams, or pre-recorded using SeeSaw and then supported with delivery in class by a member of staff (teacher or teaching assistant if it is scheduled PPA time). (Note that if the TA is not part of the class bubble, they will remain distanced from the class.)

### **Music**

We have been notified that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Therefore specialist lessons will continue via SeeSaw, physical distancing and playing outside whenever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding the sharing of instruments, and ensuring good ventilation. For the foreseeable future, the school choir, ensembles and school assemblies will not recommence as they are large physical gatherings. They may however develop via the use of MS Teams.

### **Physical activity in schools**

Pupils will be kept in class groups and the sports equipment thoroughly cleaned between each use by different individual groups. Contact sports will be avoided. Outdoor sports will be prioritised when possible, and our large indoor hall used when it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. No swimming lessons will be taking place when school opens in September but these will be kept under review and advice updated as and when Government guidance changes.

Activities such as active miles, making break times and lessons active and encouraging active travel will all help enable pupils to be physically active whilst encouraging physical distancing.

PE lessons delivered by our specialist sports coach will be with the coach remaining distanced from the pupil group, and outside as far as possible.

### **Curriculum Interventions**

#### **Government catch-up support funding to help pupils make up for lost teaching time**

We will provide further information on this, when it becomes available to us.

#### **Specialist intervention**

The school has made plans for staff providing 1:1 support (for instance, as part of an EHCP) as follows:

- Staff wash hands before and after working with a pupil
- A space is identified for the intervention to take place, set up with chairs being a suitable distance apart
- All equipment needed for the child is set up in the space before the start of the session

- Staff go to the child's classroom, standing at the entrance to collect the pupil (not entering the classroom)
- The child follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way
- The intervention is provided at a distance
- After the child has returned to class, the member of staff cleans the desk area and washes any equipment which needs to be used by another pupil

### **Support staff providing interventions to a small group of pupils across more than one class**

The school will review groups so that each small group receiving support is drawn from one class only. Pupils from each class bubble will be allocated intervention time for either a morning or an afternoon session. Interventions will take place in an identified area, where the member of support staff will maintain a distance from the pupils. Pupils will bring all equipment they require with them to the intervention area. The area will be cleaned over lunch and before pupils from another bubble use the area. Staff will wash their hands between each group.

The school plans for staff providing specialist 1:1, or group interventions to work across a limited number of classes, to reduce potential contacts.

### **Additional Guidance**

#### **Attendance expectations**

We are expecting all children to return to school in September. The extract below is from the latest Government guidance:

*"In March when the coronavirus (COVID-19) outbreak was increasing, the government was clear that no parent would be penalised or sanctioned for their child's non-attendance at school. However 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. Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:*

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

If you have any remaining queries or questions regarding a child's attendance please contact the school office on [enquiries@malcolmsargent.lincs.sch.uk](mailto:enquiries@malcolmsargent.lincs.sch.uk).

## **School uniform**

We relaxed our uniform policy whilst only certain categories of pupils were attending. However, we are returning to our usual uniform policies in the autumn term. Our uniform plays an important role in contributing to the ethos of our school and setting an appropriate tone.

Please note 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. We will of course take a mindful and considerate approach in relation to parents who may be experiencing financial pressures at this time.

## **Managing confirmed cases of COVID-19 amongst the school community**

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

We will act in coordination with the local health protection team who will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period they were infectious, and ensure they are asked to self-isolate. Close contact means:

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

The health protection team will provide definitive advice on who must be sent home, including, potentially, a teacher whose child is in an infected pod. We will provide further information to those affected in this eventuality. If someone in a class or group, which has been asked to self-isolate, develops symptoms themselves within their 14-day isolation period, they should follow the Government guidance as below:

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

## **Alternate Plan "B"**

In the event of children being sent home to self-isolate, we will then enact our Plan "B" for continuing to provide education to pupils. A full suite of lessons will be provided on our learning platform. Our pupils' engagement and learning will also be supported by an appropriate member of staff. So that our pupils do not fall behind in their education, this work will not be optional; we will expect pupils working at home to complete all work set, supported appropriately by both school and home.

When teaching pupils remotely, we will:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, when necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers