



Venturers Trust Primary and Specialist Academy Reconnection Curriculum

September Route Map Investing Time to Ensure Everyone Successfully Returns

The aim of this document is to provide consistency in messaging and approach that will not only support school leaders, but also benefit children, young people and their families. Our aim for September is to ensure that children and young people come back to school safely, calmly and in a way that is supportive and recognises the impact of lockdown and long-term absence of routines and formal learning. It is important that we make the start of the new term successful by considering some key actions and underlying principles as a Trust. If we invest a short amount of time putting these protective measures in place, it will lay the foundations for a much more successful return to full time education, ensuring children and young people are well prepared and approach their learning positively. All of the information in this document is underpinned by:

- **Guidance from Public Health and the current social distancing requirements.**
- **Acknowledgement that there will be potential local spikes and possible closures**

The overarching rationale for any phased approach would be to ensure that children and young people come back to their Academy calmly and in a way that encourages them to continue to attend. By building up the number of children and young people attending, Academy leaders and staff can work with cohorts to ensure they are supported in returning to school, have clear routines and expectations set out and are able to manage the transition back into full time schooling. VT Academies may wish to prioritise teacher support for year groups as they return to ensure they are welcomed back appropriately, are inducted into the new school organisational arrangements and feel supported.

A staggered approach may be put in place to support some students as they return, avoiding them being overwhelmed and transitioning back to the new arrangements and routines. If a VT Academy choose a phased return, the groups and year groups identified below may be prioritised:

- Pupils with SEND, vulnerable students and other students that VT Academies identify would be prioritised as they are likely to need more support in transitioning back to full time education
- New reception children will be starting school and will have a planned induction programme devised by the individual Academies to introduce staff and familiarise them with the new learning environment. VT Academies will review transition and induction processes for YR children to provide a phased return and continuity of experience in relation to EYFS provision and curriculum. Materials supporting children's transition from nursery to primary school are available on the Bristol City Council link: <https://www.bristolearlyyears.org.uk/early-learning/homelearning/>
- Bristol EYFS Unique Transitions guidance (2020 Covid-19 recovery phase) provides detailed guidance relating to early years leadership, wellbeing, provision and curriculum, assessment, SEND and supporting families. <https://www.bristolearlyyears.org.uk/wp-content/uploads/2020/06/Unique-TransitionGuidance-for-the-EYFS-1.pdf>
- Primary students in Year 1 are transitioning from EYFS into Key Stage 1. VT Academies may review induction and consider the adaptation of Year 1 to mirror YR indoors/outdoors environment to support transition and extension of EYFS for Term 1



- Primary students in Year 6 are starting an important year in terms of assessment and were not prioritised to attend school in the previous academic year meaning there is more likelihood they have more significant gaps in learning
- Year 3 may be prioritised if transition from Key Stage 1 to Key Stage 2 is more complex e.g. particular cohort challenges or the class has moved from an infant school to a junior school
- Secondary students in Year 7 usually have a period of time in their new secondary school without all pupils attending. This would continue.
- Secondary Year 11 and 13 students are taking public exams at the end of the year and have already begun to have more face to face contact with staff in the summer term
- Specialist settings may well be operating a longer phased approach at individual and family level rather than by year group or key stage
- Further support and guidance for English and Mathematics can be found via the English and Maths hubs and a wealth of training and development can be accessed through the Teaching School Council South West Portal:
 1. English Hub: [St Peter's](#) ; English Hub: [Mangotsfield](#)
 2. Maths Hub: [Boolean](#)
 3. Teaching School Council: [TSCSW Portal](#)

DfE Guidance 02.07.2020 highlights the key principles that underpin advice on curriculum planning:

- All pupils to receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life
- 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
- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools continue to build their capability to educate pupils remotely, where this is needed and every school and will also need to plan for the possibility of a local lockdown and how they will ensure continuity of education
- There cannot be a 'one size fits all'. Education setting leaders will be best placed to understand the needs of their settings and communities, and to make informed judgements about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk....we expect education settings, trusts and local authorities to work closely with parents, staff and unions, as they normally would, when agreeing the best approaches for their circumstances
- Following the partial closure of educational and childcare settings from 20 March 2020, we asked local authorities to consider the needs of all children and young people with an EHC plan and to carry out a risk assessment. Local authorities were asked to work with education settings and parents or carers to



determine whether children and young people would be able to have their needs met at home and be safer there than attending an education setting. Risk assessments may prove useful now and over the autumn term, in identifying what additional support children and young people with EHC plans need to make a successful return to full education. Whether individual risk assessments are used to help plan for the autumn term or not, education settings should, in the spirit of coproduction, contact parents and involve them in planning for their child's return to their setting from September. Since May, because of the outbreak, it has been necessary to modify Section 42 of the Children and Families Act 2014 so that local authorities and health commissioners must use their '*reasonable endeavours*' to secure or arrange the specified special educational/ health care provision in EHC plans. These changes are currently in force until 25 September.

Within all VT Academies, we need to ensure as many pupils as possible return to formal schooling in the autumn term. That is why we need to think about education continuity planning now. Our plans should be informed and underpinned by three key principles: **equity, resilience and flexibility**. Leaders must be trusted to exercise discretion and good judgement to suit their context and the best interests of their pupils, parents and communities. Gaps in learning are a matter of concern, but they are not insurmountable. These are repaired through a systematic approach to the curriculum allied with precision in pedagogical delivery. Therefore, in the first instance, our provision needs to prioritise those pupils who have the most significant gaps in their learning and address those who have increased vulnerabilities. Nevertheless, our duty is to all our students and because we are planning for multiple scenarios, we need to consider how we build curriculum resilience and agility. To safeguard pupils' learning, a refined approach to blended learning will be necessary that allows pupils to move quickly between complementary programmes of remote and school-based learning, with schools seeking to optimise the benefits of each paradigm.

The principles for teaching learners with SEMH / SEND are simply good teaching for all; we cannot see learners with SEMH / SEND as an 'add on' when pre-pandemic research suggests 1 in 5 will require some sort of additional support during their education – this number is likely to go up and so we need to adapt responsively. **Ensure behaviour expectations and routines are explicitly taught to all students** - you cannot assume implicit understanding by osmosis; focus on developing resilience and forging strong and trusting relationships. **Analyse and understand where the gaps are** - the multiplier effect can exacerbate difficulties in readiness for learning; are the gaps academic or pastoral? **Ensure the curriculum offer is well structured and sequenced** - learners should have access to the full curriculum, unless they have a specific cognitive impairment; learners need to know and understand the connections in knowledge to build on prior learning. **Ensure learners with SEMH / SEND have access to Quality First Teaching**; good teaching for SEMH / SEND is good teaching for all; support understanding and mastery through pre-teaching and over-learning; TAs should complement not replace teachers. **Focus on reading as the key to wider curriculum access**; fluency and stamina will have been lost; a focus on reading comprehension will also be of benefit. **Be aware of early indicators of additional support needs**- 'trauma informed' staff body is better equipped to identify and manage a child in crisis; early and responsive teacher intervention can effectively address misconceptions and prevent gaps from emerging. As part of planning for full return in the autumn term, it is a legal requirement that education settings should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. Informed by these principles, DfE asks that schools meet the following key expectations if considering revisions to their school 'offer' for academic year 2020 to 2021:



- Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time and are given the support they need to master the curriculum and so make good progress.
- Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils and be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.
- Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.
- 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, PE/sport, RE and RHE.
- For pupils in key stage 3, the curriculum should also remain broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, PE/sport, RE and RSHE. For pupils in year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum
- Some children and young people with SEND (whether with EHC plans or on SEN support) will need specific help and preparation for the changes to routine that these measures will involve, so staff should plan to meet these needs, for example using social stories.
- Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Supply teachers, peripatetic teachers or other temporary staff can move between settings.

THRIVE Approach

All schools will receive an introduction to trauma informed/sensitive approach to education. All schools to have licensed thrive practitioners qualified or identified to be trained. Discussions with individual schools how Thrive can be rolled out and embedded which has the most impact across the school - preferably with ALT involvement as well as practitioner involvement. For this to not be seen as a role purely for pastoral staff but for all staff to work in a trauma/thrive informed way. All pupils to be seen as new starters so each class to have a 'being' action plan which will support relationships and regulation on phased return. For all schools to receive a Thrive induction training between September and December. This will include an introduction to the Vital Relational Functions used in Thrive which is a trauma sensitive form of communicating between staff and staff and children/young people and staff. Children who are identified as needing more individual response to be identified and prioritised for an individual thrive action plan and other support as required.

Right time developmental tasks will be explored to support the integration of their experiences of Covid 19 and lockdown. Once all learners are back in and more settled into a routine, then whole school screening can start which will focus on whole class right time social/ emotional development in combination with the trauma sensitive underlying support.



Safeguarding Considerations

It is essential that our academy continues to be a safe place for children and young people. We will continue to have regard for Keeping Children Safe in Education (KCSIE) as the statutory safeguarding guidance as required by legislation. Our Safeguarding and Child Protection Policy will be updated accordingly in Sept 2020 in line with the changes to the guidance. We will continue to ensure that a number of important safeguarding principles remain paramount in our ways of working, when we start returning to normal schooling;

- the best interests of children will always continue to come first
- Staff will have the most up to date training on what to do if they are concerned about a child/young person.
- There will always be a DSL or deputy available for support
- Our safer recruitment practices will continue to be in place to ensure that unsuitable people are not allowed to enter our workforce and/or gain access to children
- We will continue to support children and young people to be safe when they are online

We are also alert to the fact that the closure due to COVID 19 will have had a detrimental impact on many of our learner's home lives and their safety outside of school. Many will have been exposed to risk and harm and our safeguarding teams – and our whole staff team - are prepared to listen, understand and support any child that has experienced trauma or harm during this period. Referral pathways will be followed using existing processes and interventions put in place as needed.

Writing Key Considerations

It is important that school staff see the catch up of reading and writing as a 'long game' and not a 'quick fix'. Writing stamina will have dropped. Some children may have written very little at all and others may have written online if a lot of their lockdown work was digital. Perhaps a whole class focus on writing for a week or two with a shared outcome is the best way to start. The form of writing chosen should be accessible such as diary writing as this will be more readily accessible by children of all ages. An exemplar of articulation of ideas should precede any writing and focused, short burst pieces of writing will best support children. Writing tasks should have a clear purpose and audience in mind, so children know how to manipulate their writing and what they have been asked to communicate. It is always helpful for children to write for a real audience so consider how this could be achieved when deciding upon a task. Concentration levels may also have dropped.

1. Consider other stimuli for writing such as:

- Pobble 365 images: <https://www.pobble365.com/being-big/>
- Harris Burdick mystery pictures: <https://www.slps.org/cms/lib/MO01001157/Centricity/Domain/10749/rotated.pdf>
- Literacy Shed: <https://www.literacyshed.com/home.html>
- Poetry: e.g. the Listeners; the Highwayman (lends itself to lots of different writing opportunities)



2. Consider which forms of writing have been missed, both fiction and non-fiction, and focus on a couple of these (too many different forms will be overwhelming). For children who are currently in Y1 and Y5, looking at the Teacher Assessment Framework will support with prioritisation of writing forms. For other year groups, based on AfL during from the above suggestion (pandemic diary), consider which form of writing is best suited to learning need.
3. For writing, initially prioritise cohesion. Does the writing make sense and is it linked and does it flow? This will look different in different year groups (see accompanying writing key priorities document).
4. For grammar, also see writing key priorities document, which outlines the key foci for each year group.
5. Using AfL, revisit some of the key spelling patterns and/or key words covered so far in fun, interactive games (such as Scrabble, Boggle, Countdown, Online Spelling Bee etc.). This will enable teachers to assess which rules and keywords have been retained and which, moving forwards, need re-capping or teaching to 'stick'. For younger children, prioritise HFW and key words.
6. Writing can be supported across the wider curriculum too, including in maths, science, RE and the humanities. Again, clear, focussed short burst activities will be most supportive, such as reasoning in maths or recording predictions in science.

Reading Key Considerations

1. The overarching key priority for the transition back to school is positive mental health for all pupils. Literacy and reading has a huge role to play in this process of re-engagement through co-constructing learning and readdressing gaps in learning. Transition and communication will be key in order for progress to be made by pupils. Teaching and learning for the class and individual pupils will need to be discussed in detail during term 6 and ongoing during Term 1, by the previous and new class teacher to ensure **1:** areas that were not covered are highlighted; **2:** aspects that the class found challenging and were not 100% secure with are revisited; **3:** specific needs of individuals or groups of pupils
2. Teachers will need to identify NC key objectives and ensure that they are secure. Any not secure will need to be revisited and not skipped. Foundations of learning will be important for individual pupils in reducing anxiety. Teachers will need to consider a balance of reading provision. Daily reading lessons (whole class or guided) will be needed to teach, revisit and secure key skills. This could be done using a class text or text extracts appropriate of the key objectives being taught (see attached book list for this). Opportunities should be given to pupils to apply and embed these skills in their individual reading. Whole class teaching will need to be planned really carefully to make sure that lessons are fully effective. Key comprehension skills will need to be taught explicitly. These skills are outlined within this document along with a structure for teaching comprehension.



3. A key priority within the classroom will be to read 1-1 with children to assess and embed reading skills. Reading with an adult is an experience that pupils might have lacked over previous months but is essential in embedding key skills. Certain pupils should be prioritised for daily 1-1 reading. However, during and after the return to school there will be challenges around sharing books. We will need to change our practices to observe social distancing and infection control. Schools will endeavour to find solutions to this in line with their own risk assessment
4. It is essential that pupils should be read to daily to develop an enjoyment of stories and a love of reading. This will also develop listening comprehension skills that are closely matched to reading comprehension skills. We know that reading to children has many benefits but another benefit in these circumstances is that reading aloud is simple to carry out through social distancing. Hearing and enjoying stories might well be restorative in transitioning children back into some sort of school life.
5. Some pupils will require more intensive intervention teaching. Interventions should be carefully matched to individual children depending on their area of need. Consideration will need to be given to the practical delivery of interventions whether 1-1 or as a small group in line with school risk assessments. Social distancing and infection control measures will obviously need to be taken in line with the school risk assessment.
6. For EYFS and Key Stage 1, schools should continue to follow their chosen scheme of phonics provision. Appropriate assessments and observations of pupils will identify gaps of phoneme identification and application in both reading and writing. Skills of blending and segmenting for reciprocal means will also be observed and assessed. Daily phonics lessons should address the requirements of the pupils. Additional phonic groups may be needed for children who have wider gaps in learning.

Key skills for Reading

Reading is a complex activity and there must be a balance of this reflected in our teaching. Explicit teaching of these skills in a daily reading lesson will be essential. Whilst all reading skills are hugely essential, there are certain key skills that will make a greater impact and will be most helpful at this time. They are outlined here:

1: Fluency

Fluency is key in having a major influence over vocabulary learning and understanding inference. Children will need to hear and practice fluent reading in order to develop these skills. Practicing fluent reading on a text that is at the right level for them is achievable for every pupil and will have a positive impact on how they see themselves as both a reader and a learner. There are three aspects of fluency that pupils can practice: pace, phrasing (how words are put together) and expression.

2: Phonics

Phonics is key for a pupil's ability to decode. Schools should continue to teach phonics through their chosen scheme. Lessons will need to be modified in line with infection control. Each pupil should have their own set of resources to use. Phonically decodable texts might be used online (eBooks) or will need sanitizing. Gaps in learning should be addressed.



3: Comprehension

Understanding and enjoying text is the main goal of reading. Comprehension skills can be defined in differing ways and schools will have their developed ways of teaching these. It is essential that these reading lessons are clearly and efficiently planned. It will be key to identify through reading with pupils, where strengths and weaknesses lie in not only decoding but comprehension too. This can then be addressed whole class or in groups.

Key comprehension skills include:

1: Using background knowledge **2:** Making predictions/asking questions **3:** Visualising **4:** Identifying important words/phrases/ideas **5:** Check things make sense **6:** Stopping if you don't understand and using independent repair strategies **7:** Making connections and integrate meaning **8:** Think like a detective...using inference **9:** summarising and synthesising

Reading lessons are best delivered using a good quality text. Components of a lesson can include:

1: Hook

Setting up the learning to engage children and excite them makes a huge difference to the way they approach a new book. In the return to school a simple, perfectly pitched, introductory sentence or two will suffice, it doesn't need to be 'bells and whistles' with social distancing in mind.

2: Orientation

The orientation gives consideration to what needs to be put in place for children to access the text. This could be achieved through:

- **Activation of prior knowledge; Building background knowledge; Key vocabulary**

3: Reading aloud- for the first read, pupils should simply be allowed to listen. Mental processing will be inhibited if too many questions and too many breaks are made in the text. Stopping at a natural break to check understanding is recommended. For each group of children a judgement can be made on immersion in the story and checking understanding. Here lies an excellent opportunity to model fluency, pace and expression. Predictions can be made but not overused as to spoil the unfolding story.

4: Exploring Ideas - discussion around the pupil's first ideas exposes their literal understanding and gives them opportunities to clarify and explain their thoughts. This could be done individually in graphic organisers, as discussion in socially distanced partners or as a whole group.

5: Expanding thinking- teacher and pupil questions initiate dialogue which promotes deeper thinking. This is where careful modelling and thinking aloud of key comprehension skills is essential.

6: Review and reflect - after reading, opportunities should be given for pupils to relate their understanding to themselves and the wider context. Reflection opportunities should be given for pupils to think about what they have learnt and how they can apply their skills to their own reading.

When reading 1-1 and in small groups there are many important things to notice about the way a pupil is reading. These are listed below and will vary according to a pupil's age and development.

- How do they sound? THIS WILL INDICATE UNDERSTANDING. *Do they use punctuation appropriately? Do they read with appropriate pace? Do they use appropriate expression and intonation?*
- Are they checking their reading and self-correcting mistakes? THIS WILL INDICATE INDEPENDENCE AND PROBLEM SOLVING



- Are they rereading words or phrases? Are they self-correcting independently with little prompting? Do they stop and ask a question if they don't understand? Are they applying their phonics and understanding of spelling patterns?
- Have they understood what they read? THIS WILL INDICATE COMPREHENSION AND ENJOYMENT. There are three basic types of questions; it would be helpful to ask one of each within your conversation.
 - **Literal; Inferential; Evaluative**

Maths Key Considerations:

1. Decide whether to teach topics not covered at the start of the new academic year, or in more depth when they would normally be covered (this will involve tracking back into previous year group's objectives and teaching two years of objectives at the same time). For example, leave fractions for the current Y2 as it appears in Y3; and leave fractions for the current Y3 as the objectives in Y4 are very similar. Large numbers is taught in Y6, so this can be deferred for current Y5s. For Y5, decimals should be the main focus of place value teaching. Geometry can also be deferred from Y5 to Y6.
2. Assessment of where the children are needs to be planned carefully with daily revisit of previous year's objectives to identify gaps and teach/close gaps. For example this could involve giving the class 5 to 10 questions daily to assess objectives. Each day would have the same objectives, but different numbers (securing skills sheets are an example of what this could look like). Where there is a group with a gap – this can be addressed in an intervention, where it is a whole class – the objective needs to be retaught. This should be a short 10-15 minute task. Assessment will need to be carefully planned and undertaken with small groups by teachers and or TAs for KS1 and lower KS2 children. This will include individual conferencing and structured short written tasks. For upper KS2, larger groups or whole class assessment for learning methods can be employed.
3. It is essential that fluency is a focus when filling gaps. The children cannot reason and problem solve if they are not fluent and do not know their number facts. We would recommend a focus +/- for KS1 and for KS2 we would suggest a focus on fraction knowledge in fluency learning. In Y3, after +/- is secured, times tables and \times/\div work can begin.
4. It is essential that teachers continue to use CPA (concrete, pictorial, abstract) sequences when teaching the children, so that they have a good understanding of the maths taught.
5. These steps must not be missed out to achieve 'quick gains' as it will not be sustained as the children move through the school
6. Use starters in maths lessons to revisit learning from other areas of maths. For example when teaching place value, have times tables starters. This allows assessment and recap for those who are not secure. Alternatively, a daily fluency session could be provided, until children have caught up.
7. Link maths across topics – for example when teaching \times/\div by 10, 100, 1000 link to measures and conversion. This will enable smart coverage and recap of objectives. For example, division by an integer can be linked to finding a unit fraction of a quantity in KS2; or measuring in KS1 can be linked to place value. Find opportunities to build maths into the school day. In KS1 in particular, daily routines provide an excellent opportunity to reinforce maths skills. (See: <https://researchschool.org.uk/news/mathematical-routines-in-year-one>)

Key Websites: Video lessons: <https://www.ncetm.org.uk/resources/54454>

White Rose: <https://whiterosemaths.com/homelearning>



Primary School examples for September opening

VT Primary Academies have gained a great deal of experience of grouping and teaching children in bubbles of 15 over the current term. VT Primary Academies have developed highly effective ways of working which they will be able to translate into class or year group-sized bubbles. VT Primary Academies have adopted staggered start and finish times, which raise fewer timetable problems than is the case for secondary schools. Nonetheless, having significantly more pupils on site will raise greater logistical and organisational challenges for VT Primary Academies. While teaching in class groups is a normal model, pressures at the start and end of the day, break and lunch times and on common spaces can be particular challenges.

Operational Commonalities across VT Primaries:

- Most Academies will operate year group bubbles and where appropriate a school may reduce this to a class sized bubbles
- Any equipment will either not be moved outside of the bubble or will be left for 48 hours if it is a surface or 72 hours if it is plastics and has not been cleaned/ sanitised
- All Academies will have a transition period for EYFS
- All Academies will make reasonable adjustments for children who need extended transition
- All Academies will have specialist teachers and or support staff that will move across bubbles and have specific prevention measures to adhere to, which will be Academy specific
- All Academies will maintain a record of staff and children that move across bubbles and any contractors that attend the Academy site
- All Academies will operate staggered starts, finishes, break and lunchtimes with systems to support social distancing
- Academies will operate Academy specific lunchtime arrangements. For most Academies, this will be a packed lunch offer but where possible schools may offer hot meals
- Academies will comply with the track, trace and reporting to PHE and appropriate bodies where essential
- Remote learning will be provided for all children who are unable to attend school e.g. a bubble closes due to a confirmed positive case.
- PPE will be provided as identified in the guidance for first aid and intimate care
- All guidance and risk assessments will be shared with stakeholders and updated regularly

Specialist School examples

Many of the strategies being in VT Primary Academies are also being used by Venturers' Academy, but adapted to suit their own context. The particular challenges special schools face may not arise so directly from pressure of large numbers, but from the specific, highly challenging and complex needs of the children within the school. Similar strategies of using smaller bubbles, zoning the site and staggering starts, blended approaches, break and lunch remain important.



Barton Hill Academy

Reintegration and Reconnection Curriculum Plan





Barton Hill Academy

Reintegration and Reconnection Curriculum Plan

From the week commencing 7th September, we will be welcoming back all pupils and staff into school for full time.

Organisation

- All staff will be in school from the 1st September, preparing for the return of all pupils on Monday 7th September.
- Whole year groups will be considered a 'bubble'. This will allow cover and support within the year groups to happen and also allow phonic lessons to be effective.
- Staggered starts and ends of the school day will ensure we have all pupils in safely (See appendix 1). Having a team of staff around the site will be needed to ensure parents adhere to all the restrictions.
- Staggered breaks and lunch times will also be in place (See appendix 2).
- One-way systems are already established outside and will be established in all corridors and stairwells to ensure that bubbles and groups of pupils are separated. Will limit movement around the school as much as possible.
- Reception and Nursery will be completing a phased induction (See appendix 3).
- Breakfast club will start on the 14th September. Number of pupils will be limited, and kept in their year group bubbles. To have one time period they have to be in by, no entrance after 8:10am.
- After school clubs will start from 14th - they will be offered to single year groups at a time.
- The AM and PM register must be completed as pre-lockdown, on SIMs. Parents will be fined if persistent absence becomes an issue.

Learning

- As stated by the government, we need to plan with in mind on catching up any gaps in learning by the summer term 2021 at the very latest. Teachers will plan into their curriculum the missed objectives from terms 5 + 6. (See appendix 4). The guidance is very clear on pupils needing knowledge of the world around them as this helps them also with their reading comprehension and inferences. The curriculum will continue to be rich and broad as it should be.

- There will be more emphasis on PHSE and PE to help with the reintegration and mental health and well-being. Packs have been made for all staff to use in lessons.
- The EYFS team are working with Bristol Local Authority and the EYFS leads in the Trust to put together the curriculum in place so baselining is prompt and gaps are identified. Rigorous catch plans will be in place for speech and language, especially in the EYFS phase.
- Year 1 team are currently in training with EYFS staff to catch up those moving up from Reception.
- Children in EYFS and KS1 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.
- Outdoor learning to take place as much as possible – using their appropriate areas and communication with other staff.
- Assemblies will continue to take place- this may be outside or in classrooms
- Planning time for staff will be covered as usual by staff who have been working with us during reduced provision
- 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 after each use, before pupils from another bubble use the area. Staff will wash their hands between each group.
- Adapted behaviour policy – this is also on Trust level. It is the responsibility of the staff to ensure this is encouraged and enforced with an emphasis that all children have their worries listened to in a calm safe space as a priority.

Emotional Well-Being Support

- As well as the daily emotional well-being sessions, class Thrive will happen and Friday afternoons will have dedicated Thrive time instead of enrichment for term 1.
- A counsellor will be onsite to run 1:1 sessions and small groups to help with those who may have had difficult experiences during lockdown. This is available for both pupils and staff.

Health & Safety

- Children will be in the same year group bubble as far as possible each day and we will aim not to mix with any other year group. The same teacher(s) and other staff will be assigned to each group and, as far as possible, this will stay the same during the week.
- Tables set out, following government guidance, facing forward as much as possible, this will be the case especially in KS2 and Year 2. Year 1 and EYFS will have to be more fluid but with social distancing as much as possible.
- Children will sit at the same table and chair each day. On their table, they will have their set of stationery. Children will be asked to bring in their own water bottle. This must go home with them each day.
- Medication will be brought in as usual on first day back and handed in to be checked by First Aid Manager
- Classrooms doors can be propped open and then closed when the last person leaves the room.
- Children will frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Children should clean their hands on arrival, before and after eating, and after sneezing or coughing. They should be encouraged not to touch their mouth, eyes and nose and to use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it'). This will be the main way of keeping everybody safe. Teachers and staff will need to enforce this daily and not let routines slip. To help, we will encourage children to learn and practise these habits through games, songs and repetition.
- Children will access main buildings from identified entrances and should not go through other doors
- Surfaces that children touch, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, will be cleaned more regularly than normal (additional cleaner onsite during the day)
- For younger children, the resources made available for child-initiated learning should be carefully considered. For example, malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on circumstances. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed after use.

- Toilets are allowed to be shared between bubbles. However, one child at a time will go to the toilet from each bubble and monitored using toilet passes.
- If children feel unwell, they should be taken to the medical room. Where, then the appropriate adult will wear correct PPE to ensure their safety and stay with the child until parent has collected their child.
- Usual fire drill and lockdown practice will be planned, with social distancing in place between the year group bubbles.
- Before moving up and down the stairs, staff and pupils will be encouraged to check that this area is clear.
- Playtimes and lunchtimes and use of different play areas will be staggered (See appendix 6). Playground play equipment (climbing frame) will be cleaned between use according to current practice. It is the responsibility of the adults working with each bubble to collect the bucket of materials from the art room and return after use.

Arrival and Dismissal

- Times for children to enter and leave the school will be staggered. A one way system has been set up. Children should only be accompanied by one parent if possible. They will follow the white arrows which are 2 metres apart. When on the playground, parents will wait in the specified areas with social distancing.
- Parents will be asked to call or email the school office if they have any inquiries. No parent will be allowed to come in to the office so that unnecessary queues or congestion is avoided.
- At the end of the day, it will be similar to the start of the day. Parents will wait while the adult brings out the class. The pupils will then be dismissed one at a time
- If a parent, has more than one child in school, they will be asked to drop off or collect their children according to their family time and wait on the spots in the playground.

Staff and also availability to work in school

- All staff will be expected to be ready for work on September 1st.
- Use of the staff room will be staggered and staff should do their best to keep a social distance with other staff. Staff room has additional cleaning during the day from cleaner onsite. All equipment must be washed in the dishwasher before re-use or washed using washing up liquid.



- Clinically extremely vulnerable and clinically vulnerable individuals have been advised that they are safe to come into school and work. They will need to keep distance from pupils as much as possible according to their risk assessment. It is the responsibility of the member of staff to update any changes in circumstances to Senior Admin.
- If a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), which includes those who are pregnant, they can attend work.
- If a staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the guidance on shielding and protecting people defined on medical grounds as extremely vulnerable, it is advised they only attend work if stringent social distancing can be adhered to. They will have a Risk Assessment with Senior Admin to assess if attendance is possible. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to work at home.

All appendices will be created and amended in collaboration with whole staff team week beginning 1/09/20 to take into account any further changes to guidance