

## Plan for Full-Reopening

This plan has been created in line with the full DfE guidance for reopening schools, which can be found [here](#).

*DfE guidance is shown in blue/ italics*

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Section 1 - Following the Public Health Advice to minimise coronavirus (Covid-19) risks	
<i>DFE Guidance: Risk Assessment</i>	<p><i>Employers must protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting.</i></p> <p><i>Schools have remained open to some pupils since 23 March, welcoming more pupils back from 1 June. Schools should therefore have already assessed the risks and implemented proportionate control measures to limit the transmission of coronavirus (COVID-19) for a limited number of pupils.</i></p> <p><i>As part of planning for full return in the autumn term, it is a legal requirement that schools 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. Settings should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). Schools should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.</i></p> <p><i>School employers should have active arrangements in place to monitor that the controls are:</i></p> <ul style="list-style-type: none"> <li>• <i>effective</i></li> <li>• <i>working as planned</i></li> <li>• <i>updated appropriately considering any issues identified and changes in public health advice</i></li> </ul>
Grovelands Plan - Risk Assessment	<p>Grovelands Risk Assessment for a Full-Reopening can be found <a href="#">here</a>. This risk assessment is based upon the risk assessment that has been in place since the wider reopening on June 1st and takes into account all new guidance, as well as school specific circumstances.</p> <p>It will be the responsibility of the Headteacher and the Senior Leadership Team to review the risk assessment on an ongoing basis and whenever necessary. This will be done through:</p> <ul style="list-style-type: none"> <li>• Site walks completed fortnightly</li> <li>• Regular consultation and communication with all staff through: <ul style="list-style-type: none"> <li>○ Phase Meetings</li> <li>○ Middle Leadership Meetings</li> <li>○ Senior Leadership Meetings</li> <li>○ Staff Briefings and TA briefings</li> </ul> </li> </ul> <p>Where amendments are made to the risk assessment, these will be clearly communicated to staff and, where appropriate, children and parents. Follow-up site walks will then take place to check that changes are effective and working as planned.</p>

	<p>The Risk Assessment will be a standing item on the Full Governing Body Agenda for the coming year so that any amendments can be noted by the FGB.</p> <p>We will also review the relevant subject-specific risk assessments where specific controls may need to be in place, including:</p> <ul style="list-style-type: none"> <li>● Science</li> <li>● PE</li> <li>● Music</li> </ul>
<p><i>DFE Guidance: Preventative Measures</i></p>	<p><i>Having assessed their risk, schools must work through the below system of controls, adopting measures in a way that addresses the risk identified in their assessment, works for their school, and allows them to deliver a broad and balanced curriculum for their pupils, including full educational and care support for those pupils who have SEND.</i></p> <p><i>If schools follow the guidance set out here they will effectively reduce risks in their school and create an inherently safer environment.</i></p> <p><b>Prevention:</b></p> <p><i>1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</i></p> <p><i>2) clean hands thoroughly more often than usual</i></p> <p><i>3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</i></p> <p><i>4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</i></p> <p><i>5) minimise contact between individuals and maintain social distancing wherever possible</i></p> <p><i>6) where necessary, wear appropriate personal protective equipment (PPE)</i></p> <p><i>Numbers 1 to 4 must be in place in all schools, all the time.</i></p> <p><i>Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.</i></p> <p><i>Number 6 applies in specific circumstances.</i></p>
<p>Grovelands Plan - Preventative Measures</p>	<p>1) It will be very important to ensure that those that have Coronavirus symptoms do not attend school. In order to achieve this, we will ensure that the most up-to-date symptoms are known and understood by all stakeholders. At present, these are:</p> <ol style="list-style-type: none"> <li>a) A high temperature</li> <li>b) A new, continuous cough</li> <li>c) A loss, or change in, the usual sense of taste or smell (anosmia)</li> </ol> <p>We will communicate these symptoms in an initial letter and then on the front page of every subsequent newsletter. These symptoms will also be clearly displayed in parent noticeboards, in the school office and on the front page of the school website.</p> <p>If a child becomes unwell with Covid-19 whilst in school, they will be isolated in a well-ventilated room until they can be collected.</p> <p>Where a child has symptoms, their parents will be advised to follow the <a href="#">Stay at Home Guidance</a> and they will be asked to <a href="#">arrange a test</a> as soon as possible.</p> <p>2) Children at Grovelands will clean their hands more often than usual, and always:</p> <ol style="list-style-type: none"> <li>a) On arrival at school</li> <li>b) After playtimes</li> <li>c) After physical activity (e.g. PE)</li> <li>d) Before eating</li> <li>e) Before leaving school</li> </ol> <p>There is a sink in every classroom, so no additional handwashing facilities are required.</p>

Children will be actively taught effective handwashing techniques, with appropriate signage in every classroom and in toilets. Children will be supervised with handwashing until they can independently wash their hands thoroughly. It will be the responsibility of the site manager to ensure that procedures are in place to replenish stock of hand soap, alcohol-free gel/ spray and moisturiser.

It will be everyone's responsibility to ensure that effective handwashing is built into our routines and culture. Pupils with more complex needs will be supported to wash their hands effectively.

- 3) Children at Grovelands will be actively taught to maintain good hygiene. This expectation is set out in the behaviour policy addendum, and pupils will be taught this from the first day of their return. This will include:
- a) Coughing or sneezing into a tissue or the elbow if a tissue is not available
  - b) Using the 'catch it, bin it, kill it' approach, and placing tissues in the lidded bins provided in every classroom
  - c) Avoiding spitting or coughing at others

Appropriate signage to remind children of good hygiene will be placed in every classroom and all shared areas, including toilets. Pupils with more complex needs who may find maintaining good hygiene more challenging will be supported to do so and where this is the case, risk assessments will be in place.

- 4) There will be enhanced cleaning at Grovelands. As well as a daily thorough clean by our contractors (Solo), including of all touch points, we will maintain a cleaning schedule for additional cleans during the school day. Responsibility is delegated as follows:
- a) Touch points in classroom spaces - Teachers or support staff
  - b) Playground equipment - Teachers or support staff
  - c) Toilets and sinks - Site Manager

Frequency of additional cleans is detailed in the cleaning schedule.

It will be the responsibility of the site manager to ensure that there are always sufficient stocks of cleaning materials and appropriate detergent.

- 5) Grovelands School will minimise contact between individuals in school by maintaining class bubbles of 30 pupils. Guidance states the following:

*At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).*

We are able to effectively maintain bubbles of 30 on our school site and therefore we will do this, as we know that this will minimise contact between pupils and ensure that if there is a confirmed case, fewer children will need to self-isolate.

In order to avoid mixing between groups, Grovelands school will:

Stagger the start and end of the school day

Children will be dropped off at the following times:

8:40 - Reception and Year 5

8:50 - Year 3

8:55 - Nursery

9:00 - Year 1 and Year 4

9:10 - Year 2 and Year 6

Children will be picked up at the following times:

11:55 - Tigers Nursery

2:50 - Reception and Year 5

2:55 - Bears Nursery

3:00 - Year 3

3:10 - Year 1 and Year 4

3:20 - Year 2 and Year 6

Children will be collected from the main playground at a designated drop-off/ pick-up zone. This will be clearly indicated with different coloured markings. Parents and children will stand on spots that are 2m apart. Parents will be informed that only 1 parent should pick-up or drop-off in order to minimise adult-to-adult contact.

Nursery children will all be dropped off and picked up at their classroom spaces.

Parents with siblings at different time slots will be able to wait in the area around the pick up and drop-off zone and signage will indicate that these parents should maintain appropriate social distancing.

Supervision at drop off should be at the following levels:

Reception, Year 1 and Year 2 - Parent remains with the child in the drop-off zone until collected by teacher

Years 3 and 4 - Parent drops the child off in the drop-off zone and leaves straight away

Years 5 and 6 - Child dropped off at school gates to walk to drop-off zone independently

All children should be collected by an adult except in year 5 and 6, where specific permission would be required for children to walk home independently.

#### Stagger playtimes and lunchtimes

Each class bubble will have be allocated a space for a morning, lunch and afternoon play. They will be the only bubble playing in this space. These playtimes will be staggered throughout the day in order to avoid congestion in the playground and in shared space.

#### Provide lunch in classrooms

It will not be possible to ensure children in different bubbles do not mix in the dining hall. Therefore, lunch will be delivered to classroom spaces. We will be transitioning from a cold meal only system to one in which there are a mixture of practical and portable 'takeaway' style hot meals and cold meals. This will provide more variety to pupils.

Initially, we would not be able to provide staff lunches but this will be kept under review.

#### Maintain social distancing where possible

Although we understand that it will not always be possible to maintain social distancing within class bubbles, it remains our aim to keep children apart where possible. Where older children can keep their distance and avoid touching peers or staff, they should do so.

Pupils from Year 2 upwards will be seated in rows, facing the teacher. This will ensure that

pupils are facing in the same direction. Rooms will be kept well-ventilated by opening all doors and windows. Staff should maintain a 2m distance from pupils where they are able to do this and should limit the amount of time they are within 1m of anyone. We will review the need for ventilation as we approach the winter months when the temperature falls.

Pupils will be taught to give each other space in an age-appropriate manner.

We will maintain social distancing between staff at all times. In order to facilitate this, the smaller 'main' staffroom will only be available as a 'takeaway' option. For example, a staff member can grab a drink to go but cannot stop and sit. The second larger staff room will be in Sandy Lane Hall. Furniture here will be 2m apart and will allow for social distancing to be maintained. Staff lunches are staggered in order to avoid congestion in these shared areas. Staff will be expected to maintain social distancing wherever possible. Staff should respectfully challenge each other to maintain a 2m distance where they are not.

As soon as After School Club resumes, Sandy Lane Staff Room will close at 2:15 to enable preparation of the room.

We will ask parents to maintain social distancing at drop-off and pick-up points. Signage will indicate this expectation clearly and staff will challenge parents politely to maintain social distancing where they are not doing this.

#### Other Measures

Very frequently used resources such as pens, pencils, whiteboard pens, whiteboards and rulers should be used individually and not shared between children. These resources will be kept in a pencil case or plastic wallet where they can be most easily accessed - e.g. a desk tray

Classroom based resources such as books and games can be used and shared between the bubble, although these should be cleaned frequently.

Resources that are shared between bubbles (such as in maths or science) should be cleaned frequently and meticulously and always between use by different bubbles. Alternatively, they can be 'rested' for 48 hours (72 hours for plastics) between use by different bubbles.

The main corridors will be partitioned as it is now, with a one way system in place to reduce mixing of pupils. Staff should avoid stopping in corridors to talk.

- 6) Staff will always wear PPE in specific circumstances, such as;
  - a) Where a child becomes unwell with Covid-19 symptoms at school and where the adult cannot maintain a distance of 2m
  - b) Where a child requires intimate care

The minimum required PPE that should be worn in these circumstances is a face mask, eye protection (such as a visor), apron and gloves.

It will be the responsibility of the Welfare and Attendance Officer to ensure adequate supplies of PPE.

Staff will be permitted to wear PPE at other times during the school day, although this will not be compulsory. Where PPE is worn, it should always be disposed of in a lidded bin.

Children should not wear PPE, as it will not be possible for adults to ensure that this is worn safely and incorrect use of PPE can increase the risk of transmissions. Lidded bins will be available near each entry point into the school so that PPE can be safely

	<p>disposed of. Procedures for removal of non-disposable face-coverings will be communicated with parents and children.</p>
<p><i>DFE Guidance - Response</i></p>	<p><b>Response to any infection:</b></p> <p><i>7) engage with the NHS Test and Trace process</i></p> <p><i>8) manage confirmed cases of coronavirus (COVID-19) amongst the school community</i></p> <p><i>9) contain any outbreak by following local health protection team advice</i></p> <p><i>Numbers 7 to 9 must be followed in every case where they are relevant.</i></p>
<p>Grovelands Plan - Response</p>	<p>7) Grovelands will fully engage with the NHS Test and Trace process. We will ensure that all staff and parents/ carers are ready and willing to:</p> <ol style="list-style-type: none"> <li>a) <a href="#">Book a test</a> if they are displaying symptoms</li> <li>b) Provide details of anyone they have been in contact with, if they test positive or are contacted by NHS Test and Trace</li> <li>c) Self-isolate if they are in close contact with someone who develops Coronavirus symptoms or they test positive for Coronavirus</li> </ol> <p>Where parents are unwilling to seek a test themselves, a home testing kit can be provided, as these should be made available to schools by the Autumn term.</p> <p>Parents will be provided with a simple flow chart of actions to take should their child develop symptoms of Coronavirus. The actions that should be taken are:</p> <ol style="list-style-type: none"> <li>1. Inform the school office as soon as the child develops symptoms</li> <li>2. Seek a test as soon as possible and begin whole household isolation</li> <li>3. Inform the school of the result of the test</li> <li>4. If the test is positive, the child must remain in isolation for at least 7 days or until symptoms other than a cough/ loss of sense of taste/ smell cease. The remainder of the household must stay in isolation for 14 days, even if they do not develop symptoms. If they do develop symptoms, they should seek a test. If this is positive, they should isolate for 7 days from the onset of symptoms.</li> </ol> <p>8. Grovelands will take swift action to manage any confirmed case of Coronavirus. In the event of a confirmed case, the Headteacher will immediately notify:</p> <ol style="list-style-type: none"> <li>a. The Co-Chairs of the Governing Body</li> <li>b. The North East Area Schools Officer (Caroline Marden - 07811 179395)</li> <li>c. The Local Health Protection Team (Sussex and Surrey - 0344 225 3861)</li> </ol> <p>The Local Health Protection Team (LHPT) will then advise as to who should be sent home. This will always include:</p> <ul style="list-style-type: none"> <li>● Direct close contacts</li> <li>● Proximity contacts</li> <li>● Those travelling in a small vehicle with an infected person</li> </ul> <p>In order to support the LHPT in doing this, we will keep simple records of the close contact that takes place within each school day. As well as information on who is in each class bubble, we will also keep records of any other groups or adult contact that takes place, such as intervention groups or support for SEN pupils. Our record keeping will not be overly burdensome.</p> <p>A letter will be sent to parents if their child needs to self-isolate because they have been in</p>

	<p>close contact with a confirmed case - for example, because they are in the same class bubble. We will never share the details of anyone who has tested positive for Coronavirus.</p> <p>We will not request medical evidence of a test result before welcoming a pupil back to school after a period of isolation.</p> <p>9. We will always follow the advice and guidance of our Local Health Protection Team, including where wider closures or whole school closures are necessary</p>
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Section 2: School Operations	
<p><i>DfE Guidance - Transport</i></p>	<p><i>In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. We expect that public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.</i></p> <p><i>To facilitate the return of all pupils to school, it will be necessary to take steps to both depress the demand for public transport and to increase capacity within the system. Both will require action at a national and local level. Schools have a critical role to play in supporting collaboration between all parties - providers, local authorities, parents and pupils.</i></p> <p><i>Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others.</i></p> <p><i>Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. Schools may want to consider using 'walking buses' (a supervised group of children being walked to, or from, school), or working with their local authority to promote safe cycling routes. The government has announced a £2 billion package to promote cycling and walking, including to support pop-up bicycle lanes and widened pavements. For some families, driving children to school will also be an option.</i></p>
<p>Grovelands Plan - Transport</p>	<p>Due to our location, we know that public transport is used very infrequently by our parents in order to get to school. This is because parents are generally local to the school and because limited public transport is available.</p> <p>We will encourage parents to walk or cycle to school where they can. We will do this through a range of initiatives led by Bexz Carlo through the school's travel plan. Where parents need to drive, we will encourage them to park safely near the school or to park and stride.</p> <p>The start and end times of the school day are staggered in order to avoid pressure on these 'pinch points'.</p>
<p><i>DfE Guidance - Attendance</i></p>	<p><i>We are asking schools to work with families to secure regular school attendance from the start of term as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development.</i></p> <p><i>We are asking schools and local authorities to:</i></p> <ul style="list-style-type: none"> <li><i>• communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year</i></li> <li><i>• identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were</i></li> </ul>

	<p><i>persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic</i></p> <ul style="list-style-type: none"> <li>• <i>use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance</i></li> <li>• <i>work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance</i></li> </ul> <p><i>We will issue further technical guidance for schools to record attendance and absence, including what data schools will be asked to return to the department.</i></p>
<p>Grovelands Plan - Attendance</p>	<p>A revised attendance policy will be in place before the start of the new school year.</p> <p>We will clearly communicate our attendance expectations from the offset of the new school year and frequently through our school newsletter. Whilst we will be clear that we expect all pupils to attend school, we also know that many parents and carers, as well as pupils, will remain anxious about returning to school.</p> <p>We will work carefully with these families in order to remove any barriers to their children's return.</p> <p>Where appropriate, additional pastoral support will be in place, such as ELSA, in order to better facilitate a school return. Additional measures could include a smaller breakfast club targeted at more vulnerable pupils or Early Help services for the parents and carers.</p> <p>We will liaise with other professionals, including Social Workers, Family Support Workers and the Inclusion Officer (previously Education Welfare Officer), where it is necessary to support good attendance for individual families.</p>
<p><i>DfE Guidance - Staffing</i></p>	<p><i>Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school.</i></p> <p><i>It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.</i></p>
<p>Grovelands Plan - Staffing</p>	<p>Whilst it is now the case that all staff can return to work, we understand that staff may still feel anxious if they had previously been shielding because they are clinically extremely vulnerable or because they are in a more vulnerable category. Therefore, we will work closely with all staff to ensure that they feel safe and comfortable in school.</p> <p>Where staff are able to work from home, they should do so. However, for most school staff, this will not be the case. We will work with staff on a case by case basis to find the right solution.</p> <p>Staff are encouraged to take PPA at home, remotely, using an online platform such as Google Meets in order to collaborate effectively. Staff will be trained in how to do this well.</p> <p>We know that we have a legal obligation to protect all employees from harm and that is why we have set out clear steps to reduce the risk of transmission of the virus. We will continue to review our risk assessment and will regularly consult with staff on how effective these procedures are.</p>

<p><i>DfE Guidance - Supply and Peripatetic Staff</i></p>	<p><i>Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs.</i></p>
<p>Grovelands Plan - Supply and Peripatetic Staff</p>	<p>Wherever possible, we will cover planned absence or sickness internally using HLTAs or an additional teacher. We will map out who should cover each phase clearly so that we can minimise staff teaching across bubbles.</p> <p>Where we use supply, we will endeavour to use a small, consistent pool of agency staff.</p> <p>All visitors to the school will be given a simple, single-page guide to the school's infection control procedures, so that these are completely clear. They will then be expected to comply with these procedures.</p>
<p><i>DfE Guidance - Safeguarding</i></p>	<p><i>Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, <a href="#">keeping children safe in education</a> and should refer to the <a href="#">coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance</a>.</i></p> <p><i>Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</i></p> <p><i>Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.</i></p>
<p>Grovelands Plan - Safeguarding</p>	<p>We will personalise the template Child Protection and Safeguarding Policy produced by Surrey, which will be in-line with all new guidance (including KCSiE 2020. Alongside this, our COvid-19 Addendum to this policy will remain in operation and will be revised with any updated guidance. This is important because it is possible that we may need to revert to remote learning if there is a local lockdown.</p> <p>DSLs will ringfence appropriate time, early in the term, to fully discuss any new safeguarding and welfare concerns that arise on the full reopening of schools in order to seek appropriate support.</p>
<p><i>DfE Guidance - Trips and visits</i></p>	<p><i>We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see <a href="#">coronavirus: travel guidance for educational settings</a>.</i></p> <p><i>In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits.</i></p>

Grovelands Plan - Trips and Visits	<p>We will review all of our usual trips and visits for the Autumn term. No overnight stays will take place during this time. Any other trips will be thoroughly risk-assessed to ensure that it is possible to maintain consistent bubbles and to avoid unnecessary mixing with other children or adults. Where this is not possible, the trip will not take place and an alternative will be sought.</p> <p>Extra-curricular clubs will not begin in September or until these can proceed safely.</p>
<i>DfE Guidance - Uniform</i>	<p><i>It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. Some schools may have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</i></p> <p><i>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.</i></p> <p><i>Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</i></p>
Grovelands Plan - Uniform	<p>Our normal uniform policy will apply from September. We are proud of our uniform and we feel that it brings us together as a school.</p> <p>We will ensure that there is a mechanism for supporting parents to purchase new uniform where they are unable to do this.</p>
<i>DfE Guidance - Wraparound Care</i>	<p><i>Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.</i></p> <p><i>We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</i></p> <p><i>Schools can consult the guidance produced for summer holiday childcare, available at <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a> as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place.</i></p>
Grovelands Plan - Wraparound Care	<p>We understand that wraparound care is important to our working parents but we also need to ensure that wraparound care is properly risk assessed so that it can be implemented safely and in a way that does not mean that a confirmed case would have a large impact on the school - e.g. due to a large number of pupils having to isolate</p> <p>At first, we are working to set up our After School Club provision. When we are able to begin this safely, we will do so. We will aim to split the After School Club provision into 3 or 4 groups. This will mean that children in After School Club will be in more than 1 bubble - a class bubble and an After School Club bubble. A confirmed case in an After School Club</p>

	<p>bubble would mean that the child's class and After School Club bubble would be sent home. We will therefore maintain small, consistent groups in After School Club.</p> <p>It is our aim to set up Breakfast Club provision when this is feasible, but we don't currently have enough staff working in the Breakfast Club to have the smaller, consistent bubbles that we need. It is our plan to build up to a full wraparound care offer when it is safe to provide this.</p>
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Section 3 - Curriculum, behaviour and welfare support	
DfE Guidance - Curriculum	<p><i>The key principles that underpin our advice on curriculum planning are:</i></p> <ul style="list-style-type: none"> <li>● <i>education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</i></li> <li>● <i>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.</i></li> <li>● <i>remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</i></li> </ul> <p><i>Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:</i></p> <ul style="list-style-type: none"> <li>● <i>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content: Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading</i></li> <li>● <i>Aim to return to the school's normal curriculum in all subjects by summer term 2021: Substantial modification to the curriculum may be needed at the start of the year, 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 by no later than summer term 2021.</i></li> <li>● <i>Plan on the basis of the educational needs of pupils: Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.</i></li> <li>● <i>Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.</i></li> </ul>
Grovelands Plan - Curriculum	<p>We will resume teaching our full curriculum immediately, as we agree that a broad, balanced and rich curriculum is an entitlement for all pupils. Teaching more content in core subjects at the expense of other areas of learning is short-sighted and likely to be ineffective.</p> <p>Where areas of learning are sequential and mastery of new content is likely to be affected by</p>

	<p>missed content, we will ensure that we adjust our planning accordingly. We will not use the language of 'lost learning' or 'catch-up', as this is negative and likely to cause anxiety. Instead, we will focus on mapping out the children's learning so that they can master the content and move forwards.</p> <p>Effective assessment will be fundamental to our success in the new term and this will therefore be integral to our School Development Plan. We will seek early opportunities to carefully consider where the children are so that we know how to move them forwards. This will be the case in all areas of their learning. Great formative assessment will give us a clear window into children's attainment whilst also supporting their retention of information - e.g. through retrieval practise</p> <p>We will hold Pupil Reviews early in the Autumn term, so that we can quickly identify any additional support that may be needed without waiting until the first data submission.</p> <p>We agree that every lesson can be a reading lesson, so we will ensure that in our broad, balanced curriculum, we use every opportunity to get children reading high-quality materials.</p> <p>We will ensure that we have a clear plan for continuing learning at home where this is necessary, due to the closure of a class bubble or a wider school closure.</p> <p>Where pupils need intervention, we will ensure that this is available, but this should be time-limited and the impact of the intervention on the curriculum should be considered. We will employ an additional teacher in Key Stage 1, who will be available to provide targeted support with core learning in this phase every morning.</p> <p>We know the areas in which renewed focus is needed and this includes the most effective teaching of phonics. We are introducing the Sounds Write teaching approach to phonics in Reception, Year 1 and Year 2 as we are convinced that this is the best available teaching approach.</p> <p>We will take into account increased risk factors in individual subjects, such as music and PE, and amend our curriculum for these subjects accordingly.</p>
<p><i>DfE Guidance - Pastoral and mental health support</i></p>	<p><i>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</i></p> <ul style="list-style-type: none"> <li><i>• support the rebuilding of friendships and social engagement</i></li> <li><i>• address and equip pupils to respond to issues linked to coronavirus (COVID-19)</i></li> <li><i>• support pupils with approaches to improving their physical and mental wellbeing</i></li> </ul> <p><i>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEd learning platform for professionals, which includes a <a href="#"><u>coronavirus (COVID-19) staff resilience hub</u></a> with materials on peer support, stress, fear and trauma and bereavement.</i></p> <p><i>Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the <a href="#"><u>healthy child programme</u></a> can offer a range of support including:</i></p> <ul style="list-style-type: none"> <li><i>• support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>support for pupils with additional and complex health needs</i></li> <li>• <i>supporting vulnerable children and keeping children safe</i></li> </ul> <p><i>Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.</i></p>
<p>Grovelands Plan - Pastoral and Mental Health Support</p>	<p>We will ensure that an effective strategy to support the Mental Health and Wellbeing of pupils is central to our School Development Plan.</p> <p>This will need to include effective universal support. In the first instance, this will primarily be focused on forming new relationships in class groups in September. This is always important at the beginning of any school year but it is especially important given the differences in experiences that children may have had.</p> <p>All staff will begin the year with training in Trauma-informed practices and we will then discuss how we will use this approach with our pupils. We will ensure that we build in time for discussion every day during September. We will not use a prescribed approach - for example, pre-written lesson planning - and instead will follow the needs of individual classes.</p> <p>We will increase our offer of targeted support for those pupils that need additional pastoral support. We will use the diagnostic tool given to us as part of the Trauma training in order to assess the needs of individual pupils so that we can give them the right support.</p> <p>As well as continuing to support children through ELSA, we will also expand our range of targeted support, which may now include, Drawing and Talking, Play Therapy and a range of additional support which will be tailored to the need and identified through our Mental Health and Wellbeing Action Plan.</p> <p>All staff will undertake specific training on supporting children through bereavement, and we will ensure that there is a mechanism for parents to let us know if a pupil has suffered any bereavement throughout this period that we are not already aware of.</p> <p>We also value our staff and know that the mental health and wellbeing of staff is very important. We will therefore ensure this is a key part of our school development plan. We will ensure that all decisions made take account of their impact on staff workload. Further to this, we will ensure that appropriate support is in place where staff have Mental Health needs.</p>
<p><i>DfE Guidance - Behaviour</i></p>	<p><i>Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at <a href="#">Behaviour and discipline in schools</a>. Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.</i></p> <p><i>It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them</i></p>

	<p><i>reintegrate back into school life.</i></p> <p><i>We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.</i></p> <p><i>The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.</i></p>
Grovelands Plan - Behaviour	<p>Whilst we know that some pupils may find it more difficult to readjust to school life than others, we also know that effective behaviour management has not changed. It is still built on building positive relationships, based on mutual trust and set up on clear boundaries that are consistently enforced.</p> <p>We will continue to celebrate positive behaviour as often as possible. This will be through virtual, live assemblies (e.g. not prerecorded), but also through the range of means listed in our School Behaviour Policy.</p> <p>We have simplified our approach to sanctions, as set out in our Behaviour Policy and this will be fully communicated with staff, pupils and parents in the early part of September.</p> <p>Our experience of pupils returning to school so far has been one in which they have shown great resilience, adapting quickly to new circumstances and behaving well. We expect that this will continue.</p> <p>Where pupils need additional support in order to be successful, they will receive this. We will work closely with families and other professionals to ensure that all pupils are able to adjust to their return.</p> <p>There are some non-negotiables that will be in place for pupil safety and these are set out in the addendum to our behaviour policy. We will not tolerate pupil behaviour where this endangers others, such as deliberate coughing or spitting, or indeed where pupils are deliberately mixing with pupils in other groups. Where this behaviour is repeated despite adult intervention, it will lead to a fixed-term exclusion. We would then work with the parents, pupil and other agencies to support the pupil to reintegrate safely with the boundary reset.</p>

Section 4 - Assessment and Accountability

*DfE Guidance -*

*For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term.*

<p><i>Ofsted Visits</i></p>	<p><i>However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations set out in this document, and will not result in a judgement. A brief letter will be published following the visit. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public. In addition, Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding.</i></p> <p><i>For independent schools, Ofsted/the Independent Schools Inspectorate (ISI) standard inspections also remain suspended. During the autumn term, Ofsted/ISI will undertake non-routine inspections, as commissioned by the Department for Education, where appropriate. For example, this may be a pre-registration inspection or an inspection to follow up on significant safeguarding concerns. These inspections will have a judgement, as usual, and result in the production of a report.</i></p> <p><i>It is intended that routine Ofsted and ISI inspections will restart from January 2021, with the exact timing being kept under review.</i></p>
<p>Grovelands Plan - Ofsted Visits</p>	<p>We will be prepared for a visit in the Autumn, should one arise, by ensuring the following are in place:</p> <ul style="list-style-type: none"> <li>● An SDP that clearly sets our strategic aims, which align with those set out in the Education Inspection Framework; including our aim to ensure the best possible curriculum provision</li> <li>● This plan for full reopening, which aligns with the DfE's guidance in full</li> <li>● A remote learning policy, which will set out our expectations for remote learning where this is necessary</li> <li>● Evidence of the remote learning that took place during the school closures and reflections on what we have learned from this</li> <li>● An updated Child Protection and Safeguarding Policy with clear, effective procedures that are followed</li> </ul> <p>We expect a full visit in the Spring term, if these are resumed and will continue to prepare for this as we usually would.</p>
<p><i>DfE Guidance - Statutory Assessments</i></p>	<p><i>We recognise that pupils will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that we know the impact of coronavirus (COVID-19) on this cohort of pupils nationally, and can give support to schools that need it the most.</i></p> <p><i>We are, therefore, planning on the basis that statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:</i></p> <ul style="list-style-type: none"> <li>● <i>the phonics screening check</i></li> <li>● <i>key stage 1 tests and teacher assessment</i></li> <li>● <i>the year 4 multiplication tables check</i></li> <li>● <i>key stage 2 tests and teacher assessment</i></li> <li>● <i>statutory trialling</i></li> </ul> <p><i>The statutory rollout of the reception baseline assessment has been postponed until September 2021, giving schools flexibility to sign up to our early adopter year in 2020 to 2021.</i></p> <p><i>The Standards and Testing Agency (STA) are reviewing requirements for the phonics screening check in year 2 (following the cancellation of the 2020 assessment) and also arrangements for implementation of the engagement model (for the assessment of pupils working below the</i></p>

	<i>national curriculum and not engaged in subject specific study) and will provide an update to schools before the end of the summer term.</i>
Grovelands Plan - Statutory Assessments	<p>We believe that the best preparation for assessments is highly effective planning, teaching and assessment and this will not change.</p> <p>The delay of the rollout of the baseline assessment in Reception is welcome, as that would not be conducive to an effective transition in these circumstances. As it is not statutory, we will not become 'early adopters' of the baseline assessment from October, as we have participated in this previously and so understand how it will work when it is statutory in the following year.</p> <p>We are introducing a new approach to the teaching of phonics in Reception, Year 1 and Year 2, which we expect will have a positive impact on the early reading of these children and consequently on our performance in the phonics screening check in Year 1 and Year 2.</p> <p>We will continue to use TT Rockstars in order to give children regular practise with their quick recall of times tables.</p>

#### Section 5 - Contingency Planning for Outbreaks

<i>DfE Guidance - Remote Learning</i>	<p><i>In developing these contingency plans, we expect schools to:</i></p> <ul style="list-style-type: none"> <li>● <i>use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations</i></li> <li>● <i>give access to high quality remote education resources</i></li> <li>● <i>select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use</i></li> <li>● <i>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</i></li> <li>● <i>recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.</i></li> </ul> <p><i>When teaching pupils remotely, we expect schools to:</i></p> <ul style="list-style-type: none"> <li>● <i>set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</i></li> <li>● <i>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</i></li> <li>● <i>provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</i></li> <li>● <i>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</i></li> <li>● <i>enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</i></li> <li>● <i>plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</i></li> </ul> <p><i>We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant</i></p>
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	<p><i>demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.</i></p>
<p>Grovelands Plan - Remote Learning</p>	<p>We will create a Remote Learning Policy, which will set out how we would deliver remote learning in the event of a partial or wider school closure. This will set out our expectations of staff, parents and pupils if there is a wider closure.</p> <p>We will consider how we can ensure that every family has access to the required technology in the event of wider closures. This will include consideration as to whether we need to purchase additional chromebooks that can be loaned to parents if required. It should be the expectation that all parents can access any remote learning that is set. No child should be excluded because they do not have the required technology.</p> <p>We will take into account our learning from the closures that have been in place since March in order to establish our approach, as well as the expectations set out in the guidance.</p> <p>We will ensure that pupils and staff are trained in any new approaches or expectations that are set.</p> <p>We will ensure that our curriculum clearly sets out how remote learning should happen if there is the need for a closure.</p>