



Quethiock C of E School

Covid 19 Risk Assessment to support continuing education of all year groups from Spring Term 2021

Date completed: 01/01/21

Reviewed by Board:

Government guidance source:

- **Guidance for full opening – schools. Published 2 July 2020. Updated 30 December 2020**
<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Government statements from guidance:

- 'It is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term'
- 'Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures.'
- 'If schools follow the guidance set out here, they can be confident they are managing risk effectively'

This risk assessment has been designed by Quethiock C of E School based on the 5 areas identified in the guidance:

1. Public health advice
2. School operations
3. Curriculum, behaviour and pastoral support
4. Assessment and accountability
5. Contingency planning to provide continuity of education in the case of a local outbreak

	Risk not mitigated - unable to follow guidance or implement adequate controls
	Risk partially mitigated – some actions outstanding
	Risk mitigated – adequate controls in place and guidance followed



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Risk / Guidance Requirements	Controls/ procedures in place	Actions remaining	Status
<p>1. Public health advice Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below:</p>			
<p>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</p>	<p>Signs placed around the site reminding members of the school community to be alert. Member of staff on gate duty asks each family group whether they are well. Staff to build a check in with each pupil in their bubble on arrival to ascertain household wellbeing into their morning routine.</p>	<p>Remind staff that main function is to check wellness now that pupils are settled back at school</p>	
<p>Clean hands thoroughly more often than usual</p>	<p>Class teachers & bubble leaders ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Measures in place to support this are: Each classroom has a sink within the room, so supervised handwashing can take place easily at allotted points within the school day. Skin friendly skin cleaning wipes/gel could be used as an alternative to minimise queuing (e.g. half of class to wash and half to sanitise) or if on an off-site activity (e.g. local walk)</p>		



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	School rules explicitly refer to the need for handwashing.		
Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	Tissues and bins with lids available in each classroom and the school hall.		
Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach	Cleaning company approved spray detergent is used in each class bubble to clean frequently touched surfaces, with a cleaning 'tick' log displayed in each room. Deep clean of each room carried out on a Friday afternoon when school will close early to facilitate this. Ensure that cleaning products are available for use to clean staff toilets	Awaiting advice from Premises manager regarding lunch time cleaning of toilets. Cleaning carried out by teachers in meantime (as TAs on duty)	
Minimise contact between individuals and maintain social distancing wherever possible. Consider the following: <ul style="list-style-type: none"> - how to group children - measures in the classroom - measures elsewhere - measures for arriving and leaving school - other considerations 	Children remain in their class 'bubbles', with no mixing between these bubbles. Classes are allocated different entry points to the school site to minimise cross-contamination between groups and some use of staggered start times will be made to ensure that there is reduced contact between adults on arrival and leaving. <ul style="list-style-type: none"> ● Mini-Swans Arrive from 8.20 for 8.30 start. 3.15pm finish - playground and classroom door ● Bewick Arrive from 8.20 for 8.30 start. 3.15pm finish - side gate and classroom door ● Tundra Arrive from 8.10 for 8.20 start. 3.05pm finish - lower playground and door Measures in the classroom regarding social distancing are: <u>Classroom Organisation</u> <ul style="list-style-type: none"> ● All pupils have their own box of stationery items, which is named and not shared. 	This system is now established with parents clear on arrival and exit times and routes - Dec 2020 Film of routes was sent out with pdf booklet showing all information needed for start of school - August 2020	



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	<ul style="list-style-type: none"> ● Pupils in Year 1 up are seated in allocated seats in a forward facing arrangement with staff social distancing where possible and practicable. ● Tundra (Y3 - Y1) have allocated desks which are used for 'formal' learning activities and consideration is given to 'continuous provision style' activities to ensure that there is space, resources can be cleaned and rotated and limits are put on the number of children at any one activity. ● Tables are cleaned if there is a (rare) incident of pupils needing to swap tables (e.g. assessment) ● School to close after lunch on Friday to allow staff to have PPA time without the need for staff to cover across the school, minimising contact between individuals. This will be facilitated by starting school 30 minutes earlier than prior to lock down each day and providing an after-school afternoon club for those who need childcare. 		
<p>Where necessary, wear appropriate personal protective equipment (PPE)</p>	<p>PPE equipment is stored in the Head of School's office and in the Pre-School cupboard and is provided for staff to wear in the following situations:</p> <ul style="list-style-type: none"> ● First Aid - If providing first aid will result in prolonged face to face contact in close proximity or in bodily fluids being dispersed across an area ● Suspected case - If someone on the site displays symptoms of COVID-19 and is awaiting pick-up. 		



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Engage with the NHS Test and Trace process	DfE COVID helpline and PHE South West numbers are displayed in the Head of School office to use in the event of confirmed cases of COVID-19 in the school community. Letters will be sent out (in accordance with advice from the local PHE team) in the event of a positive test. Home testing kits are to be stored in the HoS office along with the PPE for giving directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.	Tests are delivered 3/09/20	
Manage confirmed cases of coronavirus (COVID-19) amongst the school community	The Head of School (or designated Senior Teacher if HoS is unavailable) will contact the DfE helpline (number displayed in office) in the event of a confirmed case and put into place all advised measures.		
Contain any outbreak by following local health protection team advice	In the event of a confirmed case and put into place all advised measures.		
2. School Operations			
Transport: <ul style="list-style-type: none"> - Dedicated school transport considerations - Wider school transport considerations 	All pupils but one arrive in cars or walk. One pupil is brought to school by taxi through the school transport team and is the sole passenger. Therefore is not at risk of close contact with the driver. Driver wears mask.		
Attendance: <ul style="list-style-type: none"> - communicate clear and consistent expectations around school attendance to 	Expectations for attendance was included in the information regarding the reopening of schools provided to parents prior to the end of the Summer Term.	Regular updates on attendance on social media	



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<p>families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year</p>	<p>A reminder that pupils were expected to attend school from Monday 7th September and that any plans to take holidays requiring quarantine periods on return to the UK should be factored into this went out on the newsletter (10/7/20) Regular reminders about attendance are done on the newsletter, texts and on an individual basis where required Reminders on social media took place throughout Autumn Term as part of the newsletters.</p>	<p>Emails with additional advice on getting pupils ready for school and with social stories attached for anxious pupils/parents Throughout August</p>	
<p>- 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 persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic</p>	<p>Clear records kept of engagement in remote learning throughout the pandemic have enabled the school to target those vulnerable children who have not been engaging and to work with the families to get them in at least part time over the partial re-opening period. HoS made telephone calls to all families where no face to face contact has taken place to discuss feelings around returning to school HoS will personally work to support those families where re-engagement proves difficult and makes email contact with families of pupils not attending to ensure that they are engaging with remote learning.</p>	<p>Continue to monitor, but attendance has been high since return with 98.25% at the end of the Autumn Term</p>	
<p>- 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</p>	<p>Free Breakfast club places will be offered to targeted pupils who need additional support (EEF suggests 2 month gain). Wild Tribe Explorers sessions booked to support pupils and year groups across school.</p>		



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families who will need additional support to secure pupils' regular attendance			
- 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	If attendance becomes an issue (not the case historically) then we will use the EWO service and attendance officer through a pay as you go service. We are in regular contact with social worker regarding CiC, however they have 100% attendance pre-COVID so we are not anticipating this to be a significant risk.	Continue to monitor, but attendance has been high since return with 98.25% at the end of the Autumn Term.	
School Workforce: - Clinically extremely vulnerable: School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. - If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.	No school workforce members have informed the HoS of any significant risk factors which need to be accommodated. Weekly debrief to continue on Friday at the end of session to identify risks, changes needed to be made to procedures/rotas and anything causing staff concern. No school workforce members have informed the HoS of none attendance for the Spring Term for COVID-related reasons as of 3/1/21 at midday. No school workforce members are known to be pregnant.		
Supporting staff:	Initial staff discussion via Google Meet - 10.07.20 Briefing to take place after ratification by Board of measures.	Briefing for staff Took place 12.45 17.7.20	



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<p>- Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</p>	<p>Weekly debrief to take place on Tuesdays at the end of session to identify risks, changes needed to be made to procedures/rotas and anything causing staff concern. Staff handbook to be created and shared prior to start of Autumn Term. Update briefing and discussion for all staff via Google Meet on 2/11/20:</p> <ul style="list-style-type: none"> ● The staff room is closed as it is too small to allow for 2m social distancing. Each class will be ordered a hot water dispenser (which is lockable to avoid children using it but I would also strongly recommend clearing a space on a shelf in your cupboard to use it) and a tupperware container which will have all tea / coffee etc in it. ● Any member of staff who goes into a classroom, or works with children from another bubble, will be asked to wear a visor. For example, HoS will not wear one in Bewick but will wear one if in another classroom. ● Due to a mixture of bubbles, breakfast, after school club and Friday afternoon staff are advised to wear a visor. The hall should be used to keep children from different bubbles widely distanced on separate tables. ● It is strongly advised that staff speaking to parents at the beginning and end of day wear a visor. 	<p>Staff handbook to be created and shared - 17/07/20</p> <p>Continue to monitor, but staff are well established in routines of wearing visors or masks in shared areas or when working with class outside of staff member normal bubble.</p>	
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	<ul style="list-style-type: none"> ● Hand gel station by classroom doors for staff entering/exiting room. ● All meetings/briefings will take place over Google Meet to prevent need for mixing of staff. 		
<p>Staff deployment:</p> <ul style="list-style-type: none"> - Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals 	<p>Support Staff hours staggered to support start and end of day procedures.</p> <p>Briefing to take place after ratification by Board of measures, including procedures for deploying across the school. i.e. staff can move bubbles, but children cannot.</p> <p>Individual timetables drawn up and shared with staff -</p> <p>Staff working across bubbles must wear a visor/face shield whenever outside their main designated bubble and importance of not using staff room as a shared space.</p>	<p>Briefing for staff Took place 12.45 17.7.20</p> <p>Timetables shared 20.07.20</p> <p>Update briefing 2/11/20</p> <p>Update on Mon 4/1/21</p>	
<p>Deploying support staff and accommodating visiting specialists</p> <ul style="list-style-type: none"> - Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. - When deploying support staff flexibly it is important that headteachers consider regulated activity and ensure only those 	<p>All staff have undergone enhanced DBS checks etc and are recorded on the Single Central Record.</p> <p>Timetables will be kept as a record of which bubbles staff have been in contact with in case of a positive outcome COVID-19 test.</p> <p>Separate intervention spaces have been allocated to each bubble (class) to minimise the risk of cross contamination and reduce the need for additional cleaning within the school day.</p> <p>Risk assessments and COVID-19 procedures have been shared by outside providers e.g. ARENA sports coaches.</p>		



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who have the appropriate checks are allowed to engage in regulated activity			
Recruitment - Recruitment should continue as usual	At time of assessing risk, no further recruitment is anticipated.		
Supply teachers and other temporary or peripatetic teachers - Schools can continue to engage supply teachers and other supply staff during this period	Peripatetic teachers from Cornwall Music Trust will continue to be used to provide instrumental lessons. These will take place in a place separate to bubbles, with cleaning in between the children from different bubbles. No shared equipment to be used.		
Expectation and deployment of ITT trainees - We strongly encourage schools to consider hosting ITT trainees	Directed by CEO to not host ITT trainees at present due to Ofsted RI designation and lack of capacity to support.		
Staff taking leave - As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term - Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is	Expectation included in update email sent to all staff on 06/07/20 Reminded in staff discussion meeting on 10.07.20	Staff will be reminded again in briefing on 04.01.21 to ensure that they do not make travel plans for future holidays that may mean quarantine would need to take place.	



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<p>possible to temporarily amend working arrangements to enable them to work from home</p>			
<p>Other support</p> <ul style="list-style-type: none"> - Volunteers may be used to support the work of the school, as would usually be the case 	<p>Volunteers identified and DBS checks carried out. Induction leaflet will be prepared prior to start of the Autumn Term which will include expectations for 1m+ social distancing. Each volunteer is allocated to a class to minimise risk of cross-infection.</p>	<p>Induction leaflet to be shared with any new volunteers</p>	
<p>Safeguarding</p> <ul style="list-style-type: none"> - Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils - 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. 	<p>Child Protection Policy is here</p> <p>Designated Safeguarding Lead (and deputy) will prioritise safeguarding in the first few weeks. They are not allocated any non-contact time for this role. They will hold a fortnightly debrief session (diarised already) to ensure that both people are up to date and that information is shared.</p>		



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<p>Catering</p> <ul style="list-style-type: none"> - We expect that kitchens will be fully open from the start of the autumn term - School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19) 	<p>Hot meals continue to be offered to all pupils. Menu is available for parents to view and book meals on Parent Pay to maximise preparation time to allow for early lunch times.</p> <p>Staggered lunch times with the hall zoned to allow for two groups to be in the hall whilst still distanced between bubbles.</p> <ul style="list-style-type: none"> ● Tundra 11.45 - 12.05 lunch sitting, finish play at 12.30 ● Mini-Swans 12.15 - 12.35 lunch sitting, finish play at 1.00 <i>This will be monitored and may be extended by moving Bewick lunch to classroom</i> ● Bewick 12.30 - 12.50 lunch sitting, finish play at 1.15 <i>This has been moved to the classroom to ensure that bubbles do not mix</i> <p>Lunch supervisors were reminded by posters displayed of the need to ventilate, clean tables between sittings and to remind children to wash their hands on leaving the hall.</p>		
<p>Estates</p> <ul style="list-style-type: none"> - We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school - It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe 	<p>Drop off and pick up areas are zoned for the different classes to support adult social distancing.</p> <p>Parents are reminded of the expectation that one adult should come onto the site to make the drop off.</p> <p>All buildings checks are completed: see premises logs in the office.</p> <p>Staff have been briefed on the importance of ensuring good ventilation in the classrooms.</p>	<p>In light of most recent guidance, staff briefed on ability to close external doors during lessons as long as they are opened at times when pupils are not in (breaks/lunch) and that windows should be open.</p>	



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<ul style="list-style-type: none"> - Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak. 	<p>Fire Policy has been updated to acknowledge the need to use door stops on doors to minimise touch points and the need for the class teacher to ensure that these are closed in the event of a fire (or drill).</p>		
<p>Educational visits</p> <ul style="list-style-type: none"> - We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings. - In the autumn term, schools can resume non-overnight domestic educational visits - 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 health and safety guidance on educational visits when considering visits. 	<p>The Central Team have assessed the practicalities of restarting the Trust programme of year group educational visits for the Spring Term and many of these have now been booked to take place.</p> <p>Visits to local areas of interest within walking distance of the school will continue to be risk assessed as normal and additional measures, such as taking hand sanitiser/skin wipes and avoiding times likely to be popular with others will be taken.</p>		
<p>School uniform</p>	<p>Uniform expectations will go back to normal (no trainers). Parents of children not complying with this uniform policy</p>		



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<ul style="list-style-type: none"> - It is for the governing body of a school to make decisions regarding school uniform. - We would, however, encourage all schools to return to their usual uniform policies in the autumn term. - 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 	<p>will be asked (sensitively) if there are any particular reasons for this and we will look into ways of supporting the family and child if this is due to financial need.</p> <p>A second-hand donation point exists, where clean donations can be left for 72 hours before being offered for donations to families who need additional uniform.</p> <p>Pupils are allowed to wear additional layers (e.g. base layer under t-shirt) for warmth.</p>		
<p>Extra-curricular provision</p> <ul style="list-style-type: none"> - Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term - 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. - Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school 	<p>Breakfast club will continue to run in the school hall. Parents will drop pupils off to the side door to minimise cross-over.</p> <p>After School Club will recommence and will also be run in the school hall. This allows greater space for pupils to be zoned into their bubbles, unless it is only a sibling group attending, in which case there is no need for separation. Where possible, outside play will be encouraged.</p> <p>The member of staff in charge of these sessions has been directed to read the information in the guidance document.</p> <p>Included in parent handbook that parents should consider how many 'bubbles' their children are in contact with to minimise their risk of infection and cross-contamination.</p>		



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<p>settings during the coronavirus (COVID-19) outbreak 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.</p>			
<h3>3. Curriculum, behaviour and pastoral support</h3>			
<p>The key principles that underpin advice on curriculum planning are:</p> <ul style="list-style-type: none"> 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. 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 and other settings continue to build their capability to educate pupils remotely, where this is needed. 			
<p>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</p>	<p>All curriculum subjects included in the timetable from September 2020. Pupils will receive targeted teaching to cover key concepts not 'caught' from previous year following assessments. This may mean that some children may miss some sessions in non-core subjects. Aim to deal with any gaps by the end of Autumn Term.</p>		
<p>Aim to return to the school's normal curriculum in all subjects by summer term 2021.</p>	<p>Aiming to get almost all pupils onto the normal curriculum in all subjects by end of Spring Term 2021. All subjects are</p>		



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	taught but not to usual time allocations to facilitate catch-up lessons.		
Plan on the basis of the educational needs of pupils	Initial assessments and pre-block assessments will be analysed to identify areas in which pupils need additional time either as a cohort or as individuals.		
Develop remote education so that it is integrated into school curriculum planning	Google Classroom will continue to be used for blended learning. Full curriculum available to pupils within two days of initial lock down so this is well developed for pupils and staff. 'Isolation' classrooms are set up with immediate work set for any pupil self isolating.		
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.	<p>Phonics: RWInc assessments for all pupils in Y2 down and for any Y3/4 pupils who may not be secure in phonics during Learning to Learn week. Y5/6 pupils Fresh Start Phonics assessments</p> <p>Reading: Reading built into and across the Knowledge Curriculum with vocabulary and phrases explicitly taught and 'collected'. Fiction Express used as a daily reading intervention in 'Magic Breakfast'.</p> <p>Vocabulary: Oracy sentence stems used to promote language development. EYFS Time to Talk intervention in place for pupils needing it.</p> <p>Writing:</p>		



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	<p>TfW supports vocabulary building. Targeted teaching sessions focused on those pupils not reaching target levels. High expectations and key skills taught explicitly.</p> <p>Mathematics: Power Maths and additional manipulative materials all purchased to support consistency between any catch-up sessions and Quality First Teaching</p>		
<p>Physical activity in schools</p> <ul style="list-style-type: none"> - Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. - Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. - Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures 	<p>Initial sports planned for Autumn Term are Outdoor Adventurous Activities (Orienteering etc) which use social distancing and no shared equipment. All equipment is cleaned between sessions. ARENA sports have provided risk assessments and procedures regarding the system of controls.</p> <p>Extra-curricular activities (except those run by ARENA (cross-country) and within bubbles) are scheduled to take place as timetabled for Spring Term 2021.</p> <p>Programme of after school clubs from January 2021 planned for socially distanced/consistently grouped clubs. This will also allow capacity for after school catch up sessions where appropriate.</p>		
<p>Catch-up support</p>	<p>EEF information used to inform catch up support choices once initial assessments have taken place. These include:</p>		



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<p>- Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, we strongly encourage schools to spend this funding on catch-up support to address their individual needs.</p>	<p>Magic Breakfast - club for targeted pupils to attend breakfast club to be supported to complete daily key skills practise Fiction Express - Daily reading intervention/comprehension practise Maths Monkey sessions - Using Power Maths manipulatives and materials to address 'ready to progress' areas Time to Talk - EYFS speech and language Fresh Start Phonics - Y5/6 pupils working below</p>		
<p>Pupil wellbeing and support</p> <p>- The Department for Education, Public Health England and NHS England are hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards - see DfE - Supporting pupil and student mental wellbeing for further details.</p> <p>- The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the events page of the SEND Gateway.</p> <p>- DfE has also published the first of the relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom</p>			
<p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) 	<p>RSE/PSHE taught every fortnight, covering friendships and healthy relationships. Regular time taken to talk about issues that concern them in Collective Worship/reflection time. Learning to Learn week planned to include activities which will promote social talk and friendship building including an adventure evening.</p>		



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Date completed: 01/01/21

Reviewed by Board:

<ul style="list-style-type: none"> support pupils with approaches to improving their physical and mental wellbeing 	<p>R Miller trained Bereavement Supporter.</p>		
<p>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.</p>	<p>R Miller to support class teachers to carry out Motional Assessments on class to identify pupils who need additional support. CAMHS referrals made where appropriate.</p> <p>Wild Tribe Explorers sessions booked for KS2 pupils who are identified as newly vulnerable on return to school and took place Autumn 2020.</p>		
<p>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</p>	<p>SENCo to contact School Nursing Services on return to school to support health and wellbeing of pupils as needed.</p>	<p>SENCO to approach School Nursing Services and Early Help Hub on what might be available.</p>	
<p>Behaviour expectations</p> <ul style="list-style-type: none"> 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. 	<p>Behaviour rules updated and posters displayed with COVID-19 specific expectations. These were shared on the first day of term and referred to constantly. Parent handbooks were created to share expectations of pupil behaviour. Consequences for C3 are time out during break time to have a restorative justice conversation with teacher/TA</p>	<p>Consequences updated and shared with pupils</p>	



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<p>- 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.</p>			
<p>4. Assessment and accountability</p>			
<p>Primary assessment 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:</p> <ul style="list-style-type: none"> ● the phonics screening check ● key stage 1 tests and teacher assessment ● the Year 4 multiplication tables check ● key stage 2 tests and teacher assessment ● statutory trialling <p>Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020</p>			
<p>5. Contingency planning to provide continuity of education in the case of a local outbreak</p>			
<p>Contingency plans for outbreaks Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education</p>			



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<p>Remote education support In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"> • 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 • give access to high quality remote education resources • 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 • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • 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. 	<p>Google Classroom used within school provision and kept up to date to enable swift move to remote education in the event of a class or local lockdown. Classrooms are pre-planned and resourced for each year group for any individuals/families needing to self-isolate to ensure that immediate home learning is in place.</p> <p>Oak National Academy resources used for some subjects e.g. MFL etc. EYFS pupils to continue to receive daily presentations in the event of a lock down.</p>		
<p>When teaching pupils remotely, we expect schools to:</p>	<p>Remote learning for Summer Term 2020 covered a full timetable across all curriculum subjects. This will be replicated in the event of a further lock down.</p>		



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<ul style="list-style-type: none">• set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects• teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject• provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos• gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work• enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding• plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers	<p>Films of school/MAT staff used for lessons where appropriate and high quality films such as Oak National Academy resources used in other lessons.</p> <p>Assignments are marked promptly with meaningful feedback given to pupils so that they can respond.</p>		
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<p>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 demands on parents's help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.</p>	<p>Google Classroom Remote learning did not rely on any long-term projects and internet research was used meaningfully within a lesson rather than as a main activity.</p>		
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