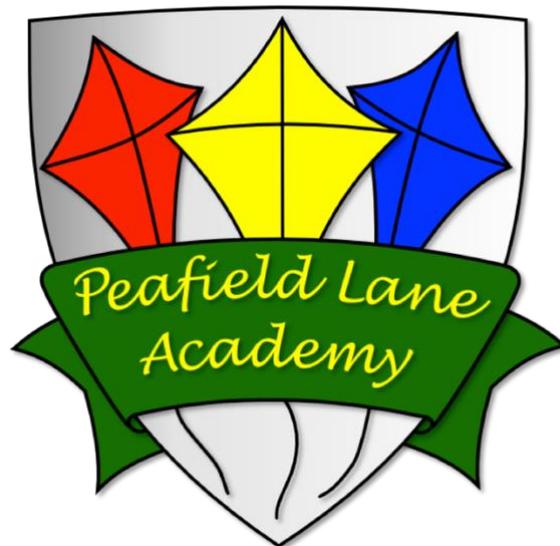


# Peafield Lane Academy

Return to School Based Learning



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## **Introduction**

On 10<sup>th</sup> May 2020, the Prime Minister announced an ambition to reopen primary schools for some year groups.

The challenges faced by schools across the country to meet this ambition have been significant, with strong opinions both in support and in opposition to the proposals.

The school is an agency of government and, as such, we are bound to respond as best we can to any initiative.

This document provides an overview of the plans for Peafield Lane Academy to meet the government's stated ambition for schools to begin a phased and considered reopening of primary schools from the beginning of June 2020.

Its purpose is to share with you our best efforts to minimise risks to staff and pupils, should you wish to send your children back to school. It is not an attempt to 'sell' or persuade parents to place their children in school. Once you have seen this document, if you believe that you will be more comfortable keeping your child at home then we will support you with that.

Similarly, if you feel that you would like to return your children to school, we will be happy to receive them. We know that many children have missed their teachers and, to be honest, we have missed them too.

Inside this document you will find the school's intended dates for each phase group to return. It cannot be stressed enough that each of these dates are highly subject to change – they are included as a rough guide for when we think we might be ready and should not be taken as absolute. We will share with you more precise details as soon as we know more, which may be with very short notice. For example, the government intend to share their decision on the feasibility of a 1<sup>st</sup> June reopening during the evening briefing on 28<sup>th</sup> May – 1 working day before planned opening.

Accompanying this document will be access to an online booking system. This will remain open until 7pm on Sunday 24<sup>th</sup> May for any parent with children in years N, R, 1 and 6 who wish to return. Parents who do not wish to return do not need to book places.

Further opportunities to book places will be opened on a fortnightly basis. As you may see in the document, the school will need two weeks' notice (apart from this first week) of any intention to return as much of the organisation and grouping of children will be based upon expected numbers.

## **Staff and class organisation**

How will groups be formed and arranged around school?

Children will be formed into 'pods', each consisting of their current class peers with one, named teacher or Teaching Assistant. Because our classes already consist of no more than 15 children in any single year group there is no need to rearrange groupings of children.

Where possible (barring sickness) pods will work with either their current class teacher or their current teaching assistant. However, this may not always be possible. Parents will not have a choice in which pod their child works with.

Keyworker children will continue to be supported. However, they will now be arranged into year group 'pods', each with a key worker who will be the only adults to work with that pod.

Childcare will only be offered to keyworker children in years 2, 3, 4 and 5. This is to minimise crossover of children working in different groups. Children will therefore not be allowed to e.g. have some time/days in lessons then move across into keyworker childcare for other days. Nor will they be allowed to move into the childcare group at the beginning and end of the day.

This means that the offer of keyworker childcare will be withdrawn from pupils in years N, R, 1 and 6. The date that this comes into effect will be from the start date for each year group's planned return to school. There will be no gap between the end of keyworker childcare and the start date of a return to school.

## **Reopening Schedule**

The government has made it clear that reopening should be phased and considered. Schools should plan for all pupils to take up their places, even if they believe it is unlikely that this may be the case.

The reopening for some year groups may require a slight delay, depending upon numbers. Years R & 1, for example, are having additional hand washing facilities installed.

**Start dates are subject to change at very short notice.**

The intended dates for return are

Tuesday 2<sup>nd</sup> June – **Year 6**

Monday 8<sup>th</sup> June - **Nursery**

Wednesday 10<sup>th</sup> June - **Year 1**

Monday 15 June – **Reception (Acorns)**

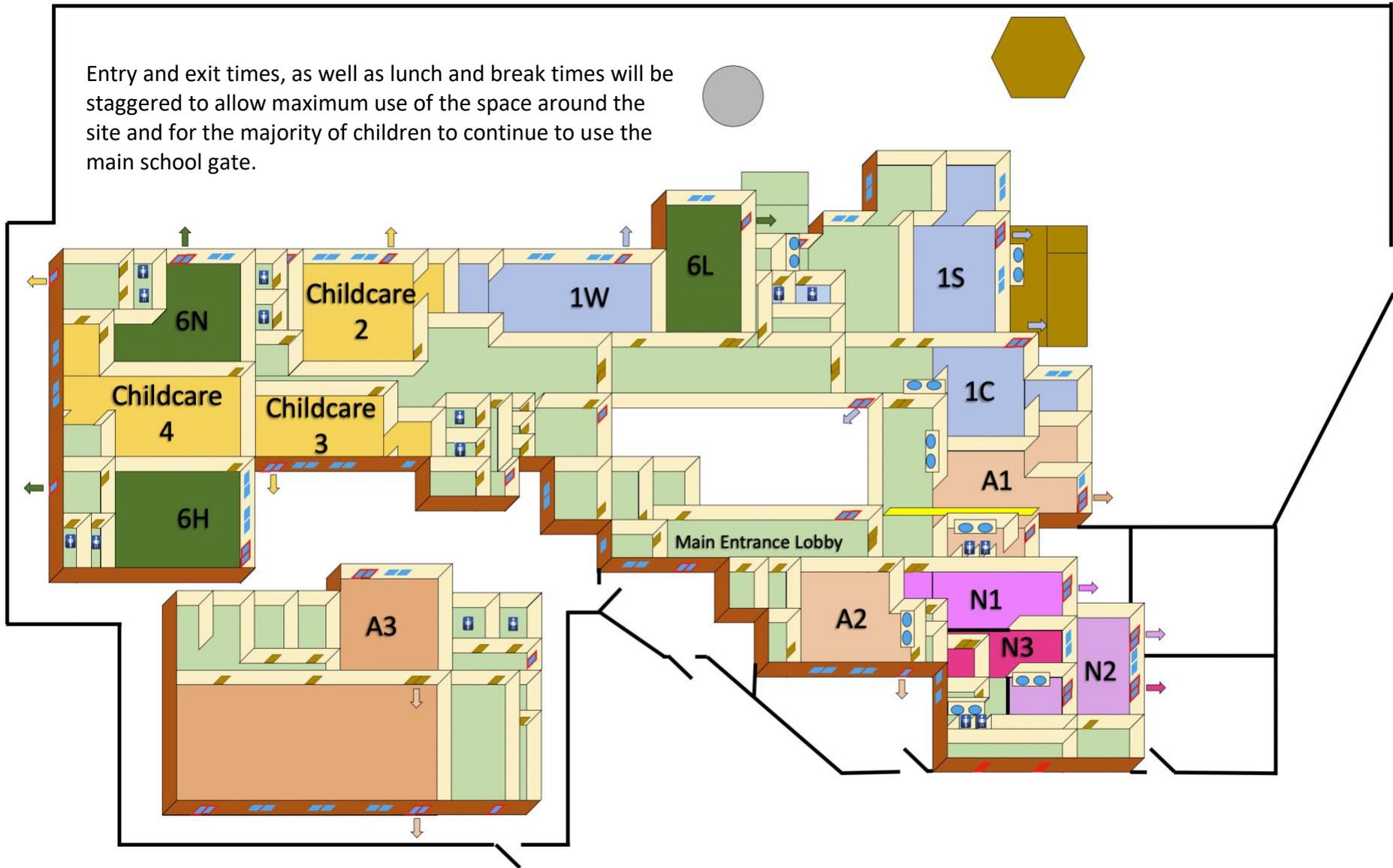
### **Important:**

*These dates are ambitions only and should not be used for personal planning purposes. Much will depend upon construction of site facilities, government guidance and FHP Trust instruction. We will provide communication on each phase of opening.*

Critical worker childcare provision will continue to be offered for those year groups until their allocated return to school date.

**Map showing the proposed room and outdoor space allocations for each Pod.**

Entry and exit times, as well as lunch and break times will be staggered to allow maximum use of the space around the site and for the majority of children to continue to use the main school gate.

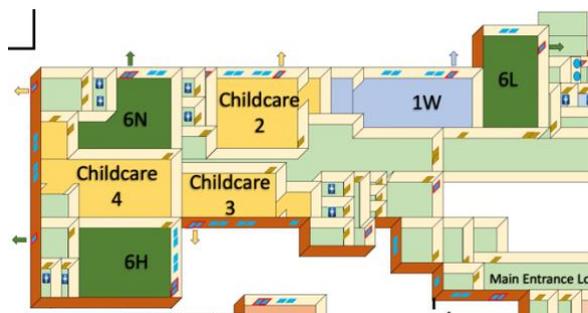


## Pod organisation

It is important to note that this plan is made with the assumption that every child offered a place will return. It is almost certain that this will not be the case and that fewer children than planned for will actually come in. current forecasts show between 10 and 50% of pupils in each year group are intending to return.

If this is the case, we will start with fewer pods with some being formed at a later date if numbers grow. Spaces will be left vacant in readiness to open to new pods.

### Year 6



There will be three Pods made up from each of the Y6 classes. Newland = 6N, and Harlow = 6H. Dukeries pupils will form a third Pod (6L) based in the Library area using the toilets and sink areas in the lower junior corridor.

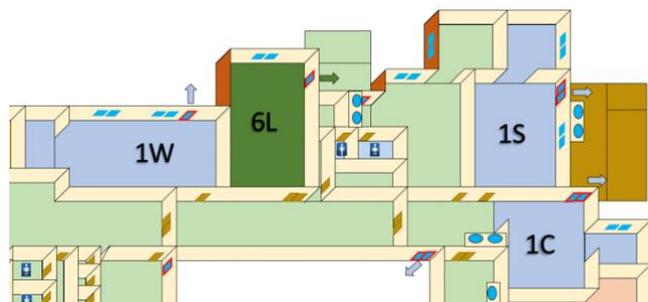
Children in Newlands (6N) and Harlow (6H) will use their current classrooms, each with access to a single set of toilets. Aside from spacing children out around the room there are no significant changes required.

*If initial numbers are below 50%*

*If numbers are low enough to allow for just two Pods, Dukeries children will be divided into the other two Pods according to spaces available. Current data suggests much lower numbers of Y6 pupils returning in Dukeries than the other classes. If numbers then grow, the third Pod (6L) will be activated and made up of the new children.*

### Year 1

Sherwood (1S) and Clumber (1C) children do not need to be moved. They will each form a Pod made up of their current year 1 classes and will be based in their own classrooms. Sherwood will have access to the decking area with Clumber able to use the central courtyard.



Toileting facilities are poor – with one shared set of toilets in Rufford Classroom. Therefore, to avoid the risk of pupils in other pods having to walk through the children working in Rufford classroom to access the toilets, the Rufford children will form Pod 1W and will be moved to Welbeck classroom. They will have use of the toilets in the lower junior corridor.

Hand washing facilities are poor. Therefore, we are installing new, mobile hand washing facilities onto the decking area outside Sherwood classroom.

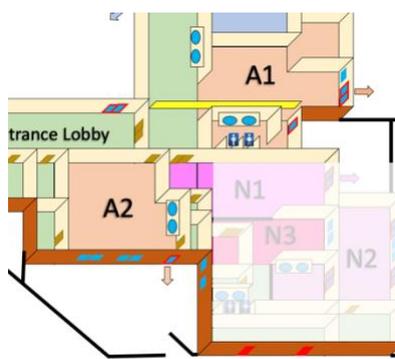
*If initial numbers are below 50%*

*If opening numbers are low, we will form two pods rather than three, splitting Rufford pupils between 1S and 1C according to spaces available.*

*If numbers then grow, we will introduce new pupils into the Welbeck room to pupils as in the original plan. However, each pod cohort will remain the same, i.e. we won't then remix children into class groups; once a pod is created its members will remain the same for the rest of the term.*

## **Reception**

The two classes will be split into three pods, each with their own, sectioned-off areas of working.



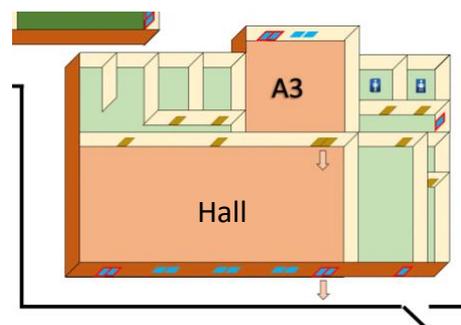
Pod A1: Current Acorns 'A' classroom NOT including the shared 'continuous provision area'. Children will have direct access to the infant playground where they will have their outside provision.

Pod A2: Current Acorns 'B' classroom NOT including the shared 'continuous provision area'. Children will have direct access to outside area (currently where the large bins are stored). The bins are being moved to a different location and gates are being added to further secure that area to make it suitable for outside provision.

Toileting facilities are poor. There is no reasonable alternative for pupils based in Acorns B classroom other than walking through Acorns A to access toilets. Therefore, a divide will be placed at pupil head height creating a corridor for pupils through Acorns A to the toilets. (See yellow barrier on diagram)

Hand washing facilities are poor. Therefore, additional facilities will be installed in Acorns B classroom.

Pod A3: If numbers are higher than 50% a third pod (A3) will be formed in the small hall. Pupils will have use of their own toileting facilities and also use of the large hall if required. There will be no close access to outside provision for this group (The area between the hall and Birklands class is not suitable for young children) but they will have sole access to the hall and can use the AstroTurf if and when required.



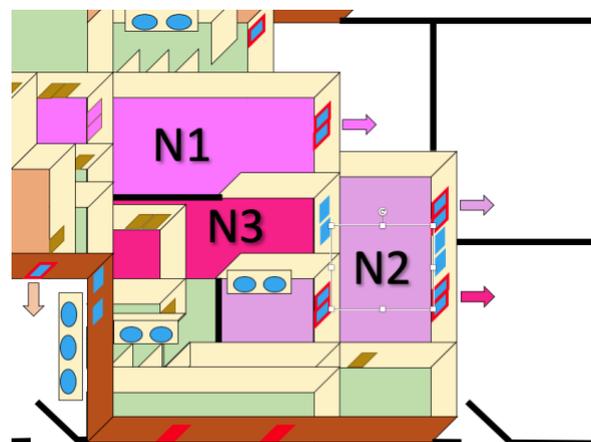
## Nursery

The nursery site is very large and can be split into three closed zones where pupils will not be able to access the other areas. Whilst 2m distancing will not be possible, there is no expectation that this will be required for children at this age.

### Zone N1

The doors between the nursery and Acorns class have been moved so that the current sensory room will be added to the nursery area as part of zone N1. A partition wall has been erected to enclose this zone with a door through to the toilet area

Direct access to outside will be through the red doors into a cordoned off zone on the nursery playground.



### Zone N2

Will include the conservatory and the carpeted area at the far end of the main nursery room.

Direct access to a cordoned off area will allow continuous outside provision

### Zone N3

If numbers grow above 50% a third Pod (N3) will be introduced based in the central area of the nursery with partitions being erected at pupil height between the sink and the kitchen area. An area will be allocated for outside provision but access will need to be timetabled as children will need to pass through zone 3 to gain access.

### *Key challenges:*

Hand washing facilities are minimal although each group will have direct access to either one sink, including in the kitchen area or the toilet area. The sinks will need to be adapted (with a step up) to allow small children to access them.

### *If initial numbers are below 50%*

*Initial data suggests that take up of nursery places may be lower than in other year groups. If there are fewer than 60% of pupils returning the children will be split into two pods rather than three with the space allocated in the central area being left free. (this is the zone close to the kitchen and where pupils would need timetabled access to the outside area). The staff member allocated to this pod will then be able to remain close to the toilets, supervising and supporting toileting and hand washing. Appropriate PPE will be provided for this purpose.*

*If numbers grow above 13 children per group this third pod will be 'reactivated'. This pod will be made up of the new pupils as each pod cohort will remain the same, i.e. we won't then remix children into key worker groups; once a pod is created its members will remain the same for the rest of the term.*

## Children of Key Workers

The offer of free childcare will be withdrawn from pupils in years N, R, 1 and 6 as these pupils will be offered a return to schooling instead. Parents will not be allowed to pick and choose between them, nor will they be able to mix and match.

However, it is anticipated that any reduction in numbers from losing those pupils could be offset by an increase in uptake from families who are key workers in other year groups whose partners or other family members are now returning to work. Parents who identified themselves as 'critical workers' in March but who chose to keep their children away from school since then should not be penalised if their current childcare arrangements now become impractical.

It would therefore be prudent to plan for a potential request for childcare from all of our Y2, 3, 4, and 5 families on the keyworker list. That original list is set and will not be amended. This is somewhere in the region of about 40 children. Whilst we anticipate that a significant number of key worker families may continue to prefer to stay at home we should plan for the maximum number of attendees and then scale down if number allow.

Key worker children will be arranged into three pods starting from the point at which all 'returning' groups have started back (presumably June 15<sup>th</sup>). Until then they will remain in their current groups unless numbers rise

significantly and require reorganising:

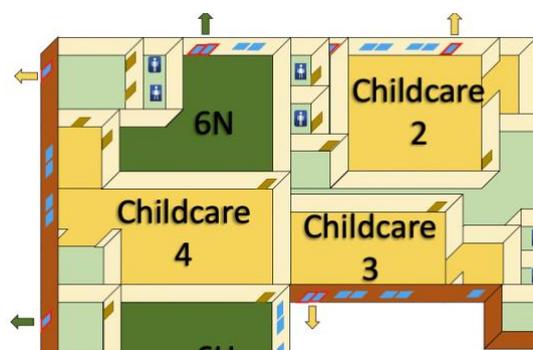
Childcare 2 = year 2

Childcare 3 = year 3;

Childcare 4 = years 4&5 mixed.

These pods will be based in the Thoresby, Birklands and Dukeries classrooms

These groups will use the toilets positioned at the top end of the lower junior corridor.



Pods will remain fixed regardless of the numbers in school each day. If numbers grow to the point that they become overwhelming, the Y6 schooling offer may need to be withdrawn in accordance with governmental prioritising of groups and staff and spaces reallocated accordingly. We implore parents to only use the school-based childcare if it is absolutely necessary. As can be seen on the map at the beginning of this document, there is no spare capacity.

## ESLA and wellbeing 1:1 work (whole school):

It is expected that there will be a significant demand for wellbeing support and therapy sessions. These sessions will take place in the meeting room (behind the headteacher's office). Whilst there will inevitably be an increased risk of 'cross contamination' as this staff

member will be supporting pupils from a number of groups, this cannot be avoided. Risk will be managed through social distancing, where possible and through regular hand washing, low contact, cleaning of surfaces, etc.

### **Entry and Exit Points**

All pods have a direct route to the outside of the school building and this will form their entry and exit point and the beginning and ends of the day. Parents of each Pod will receive individual instructions on start and end of day routines, including directions for where to go and how and when to drop off and collect.

Due to the large open access at the back of the school and the staggering of entry and exit times, the majority of Pods will be granted access using the usual Main Children's Gate.

Some Pods will have alternative routes into school and these will be communicated directly to parents as necessary.

There is no need for pupils to travel along school corridors other than to access toilets.

Adults will not be granted access to the school building without prior appointment. This includes access to the main reception area (Mrs Ryder's desk)

Risk assessments and monitoring of access and potential congestion will be monitored throughout and amended accordingly.

### **Which staff will work with which groups?**

Pods and teaching staff will be fixed. Staff and pupils will not rotate or move from one group to another.

Some staff will be predominantly based in school with their own pod whilst others will be providing childcare for Key worker children or they will be predominantly based at home providing the learning for the vast majority of pupils who are not attending school.

*\*italicised pod leads are those that will be 'closed' if numbers are low enough and those staff members will be reallocated to home schooling support or, in nursery, supporting pupils' toileting and hand washing.*

<b>Year 6:</b>	Mr Daniel	Ms Hunton	<i>Mrs Green</i>
<b>Year 1:</b>	Miss Childs	Miss Allison	<i>MRs Donson(4 days)/Mrs Burke (1 day)</i>
<b>Reception:</b>	Mrs Cornell/Mrs Darby	Mrs Lillyman	<i>Mrs Jeske</i>
<b>Nursery:</b>	Miss Dowsing	Mrs Cash	<i>Mrs Sills/Miss Walters</i>
<b>ESLA and wellbeing 1:1 work (whole school):</b>	Mrs Walker		

### **Childcare for Key Worker children**

<b>Year 2</b>	Mrs Evans
<b>Year 3</b>	Mrs Hymas/Mrs Kirk
<b>Year 4&amp;5</b>	Mrs Darby/Mrs Taylor
<b>HLN support</b>	Miss Daybell

### **Home Learning – For all pupils in phase** (including pupils opted out of attending)

<b>Years 5&amp;6</b>	Mr Nightingle	Miss Dawson	
<b>Years 3&amp;4</b>	Mr Dallison	Miss Brown	Miss Rowbotham
<b>Years 1 &amp; 2</b>	Mrs Walker	Miss Walters	
<b>Reception and Nursery</b>	Mrs Cornell	Mrs Darby	



## **Arrangements for pupil drop off and pickup**

Each pod will have its own, identified entrance to and from the school. Parents will be provided with information on where they can stand so that staff can see them and receive or release children. Parents will not be allowed to congregate and or wait close to pinch points such as the main gate, for example. Parents not following social distancing etiquette will be reminded to do so and may ultimately be refused access to the site.

In **years 1 and 6** parents will be able to bring pupils through the main gate and send them into class via the back of the school. As this is a large, open area with relatively low numbers of adults, we expect them to use common sense as they stand as far apart from each other as possible.

In **Nursery and Acorns**, children will arrive through different routes depending upon where their child's pod is allocated. If necessary a demarcated queueing system will be implemented although, with such low numbers coming in over a range of entrances, this may not be necessary. Parents will not be allowed into the building. Extra staff (office, SLT, site) will be used for a very short period to support bringing pupils into the classroom in the mornings as the pod leader will be located in the classroom.

Parents accessing childcare provision will be given specific guidance depending upon where their Pod is based.

## **Siblings**

Parents with siblings will be allowed to bring older children in later as they drop off younger siblings but not the other way around. There will be no facility for the school to look after younger children if they arrive earlier than their allotted time. Similarly, they will be able to collect younger children when they come for older siblings but there is no facility for the school to look after older pupils whilst we wait for parents to arrive later for younger family members.

## **Break times**

Will be staggered as shown on the timetable with each pod being allocated an outside area in which to play – far enough apart to be distinct and separate but within eyeline of a staff member on duty.

Whilst children will be encouraged to run and play, we will not allow contact sports/activities.

One of the staff members from the three pods on break will be 'on duty' whilst the others take a break. That staff member will maintain physical distancing wherever possible, ideally by being positioned on the corner overlooking the astroturf and junior playground. Children will be discouraged from 'hanging around' the staff member on duty. It is expected that team members will provide relief for the staff member on duty to allow them to make a drink, visit the toilet, etc.

## **Lunch times**

Lunchtimes are staggered as shown on the timetable so that there is no crossover between children in different year groups.

Pupils will be served a packed lunch in their classrooms or, whenever possible, outside in an allocated spot used only by that pod. Children may bring their own packed lunch from home if they wish.

Midday staff will each be allocated a pod and will only work with that group of pupils with no rotation.

Midday staff will oversee the provision and distribution of packed lunches and, when they are ready, all pupils in a pod will go out for a break together.

If classrooms are used for eating (when the weather does not allow for the outside areas to be used), the kitchen staff will carry out cleaning duties of tables *after* all pupils have left the room. Kitchen staff should use the time they would normally spend pot washing and cleaning up the hall to carry out this activity. They should not come into contact with pupils or other staff.

Children will use their own pod's set of allocated toilets at lunch times rather than those closest to the playgrounds.

## **Free school meals.**

The school will provide a packed lunch for all pupils who wish to have one. This will be charged at the usual cost of £2.30 per day.

Children who usually have a free meal (pupil premium children plus KS1 children) will receive their lunches free of charge as usual.

Our understanding is that the current voucher scheme will be extended for Pupil Premium children working from home. If this situation changes, we will revert back to the system used in March, where packed lunches were made at school and can be collected from the site and taken home.

## Curriculum

The curriculum being followed in school will align closely with the current home-learning timetable. There will be very little, if any difference between the English and maths curricula at school and that being shared with home learners. *The key difference is that those in school will be supported by teaching staff whilst those at home are being supported by parents.* Planning for learning activities should continue to be shared amongst phase teams as is currently the case.

	Roughly Monday 30 <sup>th</sup>	Tuesday 31 <sup>st</sup> ish	Around Wednesday 1 <sup>st</sup>	Thursday 2 <sup>nd</sup> or so	Close to Friday 3 <sup>rd</sup>	Weekly Challenges
English	Retail the story of 'The Clock Tower' (My Class - Projects)	Clock Tower Quiz (My Class - Projects)	What questions would you ask the girl?	Draw a detailed picture of the girl from the clock tower.	Draw a detailed picture of the clock tower village.	Tidy Your Bedroom Tell someone "I love you!" Put your dirty clothes in the wash-basket.
Maths	Fun With Fractions (My Class Projects)	Fractions 2 (Purple Mash)	Drawing fractions (Purple Mash)	Fraction Wall (Purple Mash)	Fraction's Pizza (Purple Mash)	
Talk & Listen	What has been your best day so far since school closed?	Name 5 things you have enjoyed about today.	Name 5 things you have enjoyed about today.	Ask everyone you live with, "What is your favourite meal for dinner?"		
Humanities	Ask an adult to tell you a story about an interesting event from when they were at school. (My Class - Homework)					
Arts and movement	Cosmic Kids The 3 Little Pigs	Cosmic Kids Hot Air Ballooning	Pickle Pudding Song	Cosmic Kids Washing Machine Song	Cosmic Kids Bunny Bounce	
Sciences	Use Washing-up liquid and water to make a bubble blowing tool. (My Class - Projects)		Internet safety Penguin Pig Video	Internet safety	Internet safety (Purple Mash)	
Living and Caring	Give each family member a cuddle. How long more than 10 seconds	Pull funny faces in a mirror	Listen to a song and sing along with someone	Do something that will make someone say "thank you."	Facetime a classmate or family member	
Every day	Purple Mash 20s List... Wash your hands 5 times Read for 15 minutes Spelling Shed					

A significant element of the curriculum will initially focus on supporting children into this new way of working. As much as possible, staff will be encouraged to take the learning outside.

With younger children there will be a focus on early reading and phonics. This will be reinforced with matching activities for home learners.

In Y6, the focus will be on preparing for secondary although at the time of writing there has been no contact from the Manor Academy.

Phase Team leaders have put together a medium-term plan that can be followed at school and at home.

Parents should be encouraged to understand that children working from home will not be 'left behind' as long as they continue to engage.

Government advice stipulates that schools should follow up on any non-attendees. Whilst this is neither practical nor manageable, staff should follow up on non-engagers.

## Catch up- for children falling behind

The summer term programme of study focusses primarily on recap and embedding skills that have been taught previously. However, it is inevitable that, once schools reopen fully, there will be some children who have not been able to engage as much as others and who may find gaps in their learning.

This will be addressed in the Autumn term, once we are aware of the scope and magnitude of the issue. Peafield Lane pupils have been provided with a comprehensive online learning programme since day one of closure that is being carefully monitored by staff.

It is anticipated that the first term of a full reopening (possibly Autumn) will have two overarching goals:

1: Ensure the children are mentally prepared for re-engagement with their schooling and relationships with peers, including addressing any and all wellbeing concerns.

2: Ensure each child is 'brought in line' on an academic basis with their peers so that there is a clear, level playing field from which to move forward. A strong emphasis will be on the well-established Peafield Teaching model of 'Find and Fix' which utilises a highly personalised approach to formative assessment and individual learning plans to get everybody to the same 'starting' point.

### **Resources, e.g. laptops, ipads, etc.**

Devices that have been loaned out will remain on loan to any pupil not attending school, even if they are in N,R,y1or y6 opting to stay at home.

New laptops are available and will be allocated, initially to Y1 pupils with Y6 being given the older stock.

Any spare devices will be given to the key worker groups.

Devices will not be shared between groups and must be cleaned and charged in the pod setting at the end of each day.

Children will not be allowed to bring in equipment from home or to take equipment out of school.

All school learners in year r, 1 & 6 will be provided with a new plastic pencil case filled with the equipment and stationery they need to access their learning. This will be for their own personal use only and cannot be shared or taken home.

### **Hand washing/sanitizing**

Each classroom will have a hand sanitising dispenser at every entrance and exit, plus a third if it has toilets attached (nursery, Acorns A, Rufford).

Extra hand-washing facilities are being installed on the decking area between Sherwood and Clumber and also inside Acorns 'B' classroom.

Children will be trained in how to wash hands properly.

Mandatory washing of hands will take place at set times throughout the day (break times, lunch times (before and after)) with staff ensuring this is managed effectively and without children congregating at sink areas.

Each pod will be provided with hand cream for use once at the end of each day to help mitigate skin irritations.

Families will be provided with the ingredients in our hand sanitizing solution. If pupils have allergies (unlikely) they may send in an alternative from home but this will stay in school – it won't travel back and forth.

### **Cleaning**

Teaching staff will not be carrying out a 'deep clean'.

Staff will be expected to wipe down table surfaces and commonly touched parts of the classroom, including and equipment that might be shared such as tablets/ laptops, etc. at lunchtime and at the end of each day.

Enough cleaning supplies are in place to support this through until the end of the summer term. The products to be used are designed for simplicity of use (e.g. they do not need pre-mixing, specialist equipment to use, etc.)

Staff will be provided with a checklist of surfaces and items that will need wiping down each day.

The school day will be shorter than normal for pupils to allow staff time for cleaning and preparing equipment at the end of each day ready for use the following day.

In the nursery setting, equipment will be cleaned and then stored for a number of days before it is reintroduced into the setting. Plans are in place to limit the amount of equipment and toys available to pupils at any one time and rotating through this within each pod. Pods will not share or rotate equipment between them. There is enough equipment stock for this to work although staff will need to manage this carefully.

We are currently considering the possible need and capacity of increasing cleaning staff hours so that they can provide further support. A deeper clean will take place in every room and in sink/toilet areas day.

### **PPE**

The government has advised against the use of PPE in primary schools. However, Flying High Partnership believe that if individual staff members choose to wear face masks then they will be allowed to do so. FHP have provided masks for staff to wear should they choose.

The use of gloves is not allowed anywhere on site unless they are disposable and for a single use application, e.g. supporting toileting of a child or cleaning a pod area, after each use they should be discarded. Adults or children entering the site wearing gloves will be asked to remove them and to wash and sanitise their hands.

PPE is provided for staff who may need to work in close proximity to a child, e.g. providing intimate care (toileting support), supervising a sick child waiting for collection or where physical contact may be necessary (lifting and handling SEN).

## **Sickness**

Children who are unwell, for whatever reason, should not attend school. The school will not be able to administer medicines as we normally would unless for specific, non-illness related purposes, e.g. pain relief, long term health conditions, etc. Where children can self-administer, this will be encouraged. Pupils with inhalers should keep it with themselves for easy access as is usually the case.

If a child becomes unwell in school they will be isolated, with arrangements made for immediate collection. It is important that the school is kept updated with all family contact details.

Other families will not be informed if a child or staff member has been sent home unwell unless the symptoms are similar Covid19.

If a child or staff member displays symptoms of Covid19 they will be immediately isolated in school and sent home to be isolated for a period of 7 days or until testing has been carried out. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario.

The school will not report on suspected cases of Covid19 unless it is confirmed. In any typical day, even before this outbreak, a number of children would be sent home with coughs and/or high temperatures. This is likely to continue and so it would be impractical and cause undue stress if, every other day, a message went out that a child was sent home with a bad cough.

If a positive case of Covid19 is found then that Pod will be closed, with all pupils and staff instructed to isolate for a period of 2 weeks. The school will follow the latest guidance from Flying High Partnership and the HSE on reporting and responding to any suspected outbreak of Covid19 in school.

## **Staffing and Childcare**

Staff with school age children are classes as key workers. They should have access to school-based childcare provision.

For the small number of staff whose children attend schools refusing to accept key workers, the headteacher will make direct contact with that school on their behalf. If a solution cannot be found we will carry out an audit of our capacity to host those children within our own school as one isolated pod. This will depend entirely on numbers and capacity.

For staff with children below school age, we have made a deal with a local Daycare provider who have agreed to work with us in providing support. The specific details will be shared with those staff who may be affected. Staff who believe this may apply to them should speak to the headteacher as soon as possible.

### **Staff with own children/workload issues**

The staffing rotas are designed in such a way that staff are either in school working with pupils or they are at home supporting online learning as has been the case since March. Consideration of personal circumstances was used to draw up these rotas. Staff who feel their workload may be unmanageable should speak to their phase team leads.

### **Staff absence.**

If numbers are low enough to operate with reduced number of pods (see pod organisation), the 'third' *italicised* staff member will be used to cover any staff absence within their team.

Should further capacity be required, the Lower Junior teachers have purposefully been left unallocated for the time being, each focussing on supporting home learning. These staff will cover staff absence.

### **Staff in isolation or living with critically vulnerable family members**

This has been catered for in the staffing rotas. Those staff living with critically vulnerable family members or who may be critically vulnerable themselves are working from home. If the situation changes for a member of staff they should contact their team leader immediately.

### **Pupils**

#### **School uniform**

Uniform is optional for all year groups. However, children should arrive clean and well presented each day.

#### **Stress, wellbeing, etc.**

A strong emphasis on emotional literacy, mindfulness and positive thinking forms the core of the school curriculum with a new 'subject' added to the home learning timetable when it was generated in March. This will continue as a key strand for the foreseeable future both for learners in school and at home.

All TA staff have received online training in supporting children who may be struggling, including specialists in bereavement counselling if necessary.

A fully trained ELSA specialist has been allocated two full days per week dedicated to working on support children if they display any signs of anxiety with issue. Staff will refer children for 1:1 ELSA support where necessary. The ELSA will also provide support, if requested for home learners although, typically, we have found that live discussions with former class teachers has proven beneficial.

The school has two, fully trained and highly experienced ELSA specialists. If the need for support increases, the support package on offer is scalable.

## **School refusers**

It is anticipated that, for some children, the transition from an extended period of home learning back into school can be a traumatic one, regardless of their age and circumstance. Where parents are keen for pupils to attend but children are afraid, the school ELSA will work with the child to address their concerns. However, school staff, including the headteacher will not actively encourage any parent to send pupils to school.

## **SEN**

The overwhelming majority of pupils attending school who have special educational needs will have aspects of their learning differentiated to an appropriate level to match their understanding. However, the school does not have the space or staffing capacity to provide additional educational learning input such as intervention groups, 1:1 additional reading support, etc. This includes carrying out assessments for e.g. dyslexia, etc.

Where children have an EHCP the school is working in partnership with parents to meet the needs of their child. It is understood that the school may not have the capacity to meet all aspects of the provision listed on the Educational Healthcare Plan.

Where transition to special school is due to take place, the school is working with the alternative provider to ensure a smooth transition, including the temporary loan of Peafield staff into the new setting to support a settling in period.

## **Disruptive or Challenging Behaviour**

The school behaviour policy is being updated in line with government guidance. Whilst the overwhelming majority of the current policy will remain unchanged, new guidance is provided where pupils persistently fail to conform or where their actions may place other children or staff at risk.

Peafield Lane is an inclusive school and our policy of tolerance and support will continue, including providing support and guidance for children who genuinely struggle to adapt to school based learning. Where Pod leads become concerned that the safety of themselves and other pupils is being compromised, parents will be informed and a risk assessment carried out. In extreme cases, the child may no longer be allowed on site and will be educated instead via the online learning portal.

Similarly, if parents do not conform to physical distancing rules they will be reminded and eventually, denied access to the site for health and safety reasons.

## **Shielded children**

Where children are being shielded or live with family members who are shielding, they will continue to have full access to the school's home learning portal.

## **Pupils Transitioning INTO School**

### **Nursery**

Nursery transitions can take place as normal utilising the same access and provision principles that are in place for current pupils. New pupils will be allocated to a pod once a start date has been agreed with parents.

Recently, we have found that a number of parents are expressing a concern that they may lose their place if they choose not to send their child into nursery. This will not happen. A clear message will be sent out that this will not be the case and that, once registered and places accepted, that place will remain secure and reserved until the parent wishes their child to attend.

Parents will not be able to send their child to alternative childcare providers who might claim funding against the DfE nursery scheme. If a child is registered with us then, in line with government advice, that child will count as being 'in attendance' at Peafield Lane and the school will claim the associated funding. Parents may wish to pay for private childcare but they cannot use any national funding scheme such as the 30hr vouchers as they risk losing their place at Peafield Lane Academy.

### **Primary Admissions into FS2 (September 2020)**

Registration has taken place as normal with the school being oversubscribed for September.

Appeals for unsuccessful applicants are to be postponed until the autumn term.

The school will not run the usual transition programme that normally takes place in the second half of the summer term. Instead, a phased introduction into reception class will be planned for September with small groups of children introduced to full time education gradually throughout the first few weeks.

Any parents who have not visited the site will be invited into the school in September on an individual basis and at a time when it is closed to pupils. However, we do not anticipate any parents of our new starters to require this as we believe all have previously visited the school.

### **In-Year Transitions**

Most in-year admissions have been on hold and will continue to be postponed until the school is fully reopened to all pupils.

Where a child is identified as vulnerable, an exception may be made. The SENCo and/or Designated Safeguarding Lead will work with the family and support services to carry out a comprehensive assessment of any risks involved in order to determine the most appropriate way forward.

### **Pupils Transitioning OUT of School**

#### **Y6 Transition to Secondary**

There is a clear expectation that Y6 pupils will transfer to secondary school as normal in September. The school has already had lengthy discussions with secondary colleagues about each individual child, their academic capabilities, friendship groups, individual needs, etc. The secondary schools have all the information they would normally receive at this point.

The usual transition programmes that take place between the secondary schools (Manor Academy, Queen Elizabeth, Samworth and Brunts) and their feeder schools have been cancelled. However, we are hoping to work with each secondary school to see if alternative arrangements can be made either before or during the summer break. Whilst no plans are in place at this point in time we will keep parents informed of any progress made.

#### **In-Year Transitions to Other Schools**

Parents should contact the new school to determine their current In-Year admission arrangements. Peafield Lane will work with other schools to ensure any transitions run smoothly, including arranging for the safe transfer of electronic and confidential information.

### **Parents**

#### **Opting to keep children at home**

It is the right of the parent to choose whether or not they believe their child should attend school. The school staff, including the headteacher, will neither encourage, nor discourage attendance.

Staff have been allocated to support home learning for all children who choose this route. This includes provision for pupils for those year groups (N, R, 1 and 6) who have been invited to return. If parents engage with the home learning package and support their children where necessary, their child should not be disadvantaged by a lack of on-site attendance.

There will be a zero tolerance of parents or children attempting to influence or criticise others for the choices they make, particularly in relation to whether they choose to send their children into school or to continue home educating. No parent should feel obliged to justify their decision. Public posts on e.g. Dojo that read "I am keeping mine off because..." or "I am sending mine in because..." will be deleted.

Parents are always welcome to discuss their views or concerns privately with teachers and school leaders who will be more than happy to provide guidance and support.

### **Refuse to engage with home learning**

Teachers have kept strict records of pupil engagement since March and, where children have not engaged, this has been regularly and robustly followed up by phase team leaders and occasionally by the headteacher or deputy.

Engagement with home learning, in some form or other currently stands at over 90%.

The school has adopted a clear stance on its expectations for engagement with home learning throughout: "Do what you can, seek help if you want it and don't worry about what can't be done." Parents have received a consistent message that we would like all children to engage with, at least *some* of the activities being provided by their teachers.

Parents have recently been made aware of a slight shift in our curriculum provision which is being directed at encouraging a greater degree of pupil independence and autonomy, especially in years 2 and upwards. Activities will continue to focus on developing this approach so that there is a decreasing burden on parents to support all aspects of children's home schooling.

We are aware that the current crisis may continue for some time and there is a growing concern for the small minority of families who are not participating. The school will do all it can to engage with these families. Nobody will be left behind.

### **Inability to support home learning**

A small minority of our parents struggle to support their children's learning for a range of reasons including adult literacy and language barriers. The school has already identified where this is the case and teachers are working directly with pupils using remote technology

### **Parents stress, wellbeing, etc. impact on children.**

The school is in close and regular communication with families. Where there is evidence of parents struggling or becoming unwell due to the stress and anxieties surrounding the current 'lockdown' staff will continue to provide support through discussions and, ultimately signposting external resources where help may be found.

### **Booking system**

From Friday 22<sup>nd</sup> to Monday 25<sup>th</sup> May the school will provide an online booking form to all parents in years N, R, 1 and 6 for them to book places for the first two weeks of their cohort's provision. Once parents have 'opted-in' they will not need to rebook on future dates.

The booking form will be re-opened every two weeks for any families in years N, R, 1 and 6 who may have initially chosen to home educate and who may seek a return to school for whatever reason. This will provide the school with an essential two weeks' notice as additional numbers may necessitate a change in organisation in some year groups.

Clear instructions for accessing this form (or alternatives if parents cannot access it) will be provided.

### **Front of house/Office**

The majority of office functions will take place off site. One person will be on site covering the main entrance lobby.

Adults will not be admitted to the site without prior appointment.

**All aspects of this document are subject to change without notice. It is intended as a guide to the school's proposals for meeting the government ambition for a phased and considered reopening of schools from June 2020.**