



# Welcoming children back to school

## *Vision for Westfield*

*Together we strive to:*

***Inspire*** a love for our community through mutual respect, teamwork and the shared belief that anything is possible.

***Create*** a learning culture, which recognises potential, celebrates achievement and respects individuality.

***Nurture*** strong relationships in a safe and secure environment, where opinions are valued and kindness is the core.

July 2020

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## 1. Background

The Government has requested that schools begin to welcome back all pupils from September 2020 following the partial closure due to the coronavirus pandemic.

The following guidance has informed our planning:

- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- <https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus>
- <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings \(12<sup>th</sup> May 2020\)](#)
- <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- <https://covid.minded.org.uk/>
- <https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/>
- <https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers>

The plan also takes note of guidance from various unions including:

- [Planning Guide for Primary Schools May 2020](#)

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## 2. Rationale for the Plan

It has never been more relevant to revisit our vision for Westfield as it encompasses all that we need to achieve collectively during the return to school in autumn term. Our virtues are the foundation of our practice and our trauma informed behaviour policy already aligns to the supportive approach we will take to welcoming all pupils back to school.

The Government's guidance sets out that all pupils should return to school in September. The prevalence of coronavirus (COVID-19) has decreased and the NHS Test and Trace system is operational. The government has published guidance to create safer environments within schools.

Returning to school is vital for children's education and their well-being. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children and those with SEND. This impact can affect both levels of learning and children's future ability to learn, and therefore we need to ensure all pupils can return to school.

It is not possible to ensure a totally risk-free environment. While coronavirus remains in the community, we will need to make judgements about how to balance and minimise risks from the virus with providing a full educational experience for children and young people. There cannot be a 'one-size-fits-all' approach about how to balance a broad and balanced curriculum with the protective measures required to effectively minimise risk. Further guidance on protective measures is due for release before the end of the summer term.

### 2a) Our approach

Consistent groups reduce the risk of transmission. Assigning staff to each bubble maintains this consistency, which is an important measure to control the virus. Given the decrease in the prevalence of COVID-19 and the resumption of the full range of curriculum subjects, the table below illustrates the bubble system we will use.

Each year will remain a discrete bubble from EYFS to Year 6 in order to offer greater flexibility with the curriculum for indoor and outdoor provision. Due to planned specialist teaching and targeted support during autumn term, there may be some pupils who will need to create an additional bubble for core subjects each morning.

Year	Number of Pupils	Number of Classes	Number of Bubbles
Nursery	30	4	1
Reception (Early Years Foundation Stage EYFS)	80		
Year 1	59	3	1
Year 2	56	2	1
Year 3	82	3	1
Year 4	80	3	1
Year 5	84	3	1
Year 6	58	3	1
<b>TOTAL</b>	<b>529</b>	<b>21</b>	<b>7</b>

## 2b) Bubbles

The word “bubble” is to signal the protective nature of the group.

Each bubble will:

- Have the same staff members leading the group where possible.
- Contain individual classes, which will come together during outdoor provision.
- Eat lunch together seated in communal areas with reduced numbers to maintain distancing between bubbles.
- Follow a broad and balanced curriculum. There will be a focus on supporting children with their well-being, which is at the heart of their return.
- No whole key stage assemblies.

The rationale behind creating the bubbles is to limit the number of people that staff and pupils come into contact with throughout the school day. This also means that if there were any confirmed cases of coronavirus, transmission would be contained to the bubble. Due to the size of our school and site, it is not practical to be in single-class bubbles.

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### 3. Public health advice to minimise coronavirus risks

The Government acknowledges that maintaining a 2m social distance in primary school settings is difficult to achieve. Instead, it promotes a range of protective measures to reduce the risk to pupils, staff and parents and 2m should still be adhered, to where possible. In the [guidance](#), it outlines the measures as:

- Minimise contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges.
- Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Posters to be displayed above sinks to remind children about appropriate hand washing.
- Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach, posters to be displayed around the school.
- Cleaning frequently touched surfaces often using standard products, such as detergents and bleach. Cleaning products to be available in classrooms.
- Active engagement with NHS Test and Trace.
- Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible.
- Minimise potential for contamination so far as is reasonably practicable.
- Altering, as much as possible, the environment (such as forward facing desks) and timetables and reduce the sharing of equipment between pupils.
- Staff maintaining distance from pupils and other staff as much as possible.

#### 3a) Expectations of parents and staff

- Pupils should not attend school if they are feeling unwell with any one of symptoms of coronavirus (new persistent dry cough, high temperature of 37.8 degrees, loss or change to sense of taste or smell). They should self-isolate for 7 days.
- Pupils should also not attend school if a member of their household has any of the symptoms of coronavirus. They should self-isolate for 14 days.
- Parents are expected to collect their child if we notify them that they are showing symptoms of coronavirus.
- All parents will be reminded to update their emergency contacts including which adults will collect the children.

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- Similarly, staff should not attend work if they, or a member of their household, are feeling unwell with symptoms of coronavirus. Staff should follow the usual absence procedures.
  - Staff are able to be tested for coronavirus and are encouraged to do so if they develop symptoms. Details of how to get tested can be found on the [Government website](#).

### 3b) Hand hygiene

- It is essential that everyone washes their hands more often using soap and warm water in the bathrooms - for at least 20 seconds (the classroom sinks do not have warm water). Hand washing with soap is the most effective method of preventing the virus. Drying hands afterwards with a paper towel makes the skin less hospitable to the virus. Hand sanitiser can be effective if soap is not available or the situation makes using soap less feasible.
- Hand hygiene must be maintained regularly: the start of the day, after any outdoor play, before and after eating lunch and before leaving the premises. Children should also wash their hands or use sanitiser provided by school if they cough or sneeze in class. Parents will be asked not to provide this.
- Children will be required to wash their hands thoroughly once in the building using their designated bathroom.
- Staff will discuss hand hygiene with pupils on a daily basis.
- Hand driers will be turned off and replaced with paper towels and lidded bins.
- Tissues and paper towels will be put in lidded pedal bins.
- All classrooms, will have hand sanitiser available. This will be out of pupils' reach and dispensed as required.
- Classrooms will have a plentiful supply of tissues and paper towels.
- Posters will be displayed by sinks to show children how to wash their hands.
- Bins will be emptied as part of the cleaning schedule.
- Sanitiser stations will be placed in all communal areas including the PPA room. These will mainly be for adults and supervised occasional pupil use where necessary.
- Gloves are **not recommended** to be worn as they provide a false sense of safety and are difficult to take off without contamination. However, where a member of staff is treating a pupil or dealing with intimate care, it is recommended gloves are worn. This will, in the first instance, be either Maria Eland or Lamara Taylor.

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### 3c) Cleaning routines

- Cleaning routines will follow the [Government guidance](#) and our School Business Manager will liaise with the Site Manager and Cleaning Supervisor to agree any additional cleaning and cost.
- An enhanced cleaning schedule is in place and all contact surfaces will be cleaned throughout the school day and a thorough clean will take place between 3:30pm and 6:00pm.
- Hand sanitiser will be available next to the entry keypad. The touch pad will not be used on the entry sign in system.
- All classes will have provisions within the classroom containing: gloves, mask, apron, anti-bacterial spray and hand sanitizer. Staff are required to maintain touch surface hygiene throughout the day. Staff should wash their hands thoroughly after doing any cleaning.
- Staff are advised not to be present when the facilities team are cleaning.
- Doors should be left open unless kept closed for safety or security.
- Lights should be left on and pupils told not to use the switches.
- Any resources and play equipment used by children should be washed periodically and any shared resources will need to be washed prior to return to communal storage areas.
- Staff should limit the use of shared resources.

### 3d) Classrooms

- Desks should be forward facing, **wherever possible**.
- Water jugs should be used to top up children's water bottles.
- Children will not have access to the communal water fountains.
- In Years 1 to Year 6 children will have their own stationery kept in a pencil case.
- Chromebooks should stay within the year bubble and wiped down after each class use.
- Windows should be open for ventilation, where possible.
- The classroom door should be open to avoid touching of handles etc.
- Children should not use the interactive whiteboard or classroom computer.

### 3e) Distancing

- Staff are encouraged to maintain distance from pupils, where possible.
- Staff and pupils should not sit face to face.
- Stand behind or next to a pupil, where possible.

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- Staff should be mindful of other staff in class and around the school, maintaining distancing, where possible.
  - There is reduced and coordinated movement within school achieved through staggered playtimes. Therefore, there is no need for a one-way system.
  - The number of pupils inside the toilets will be limited to maintain safe distances and an adult must accompany children in EYFS to Year 4 where possible.

### 3f) Outdoor spaces

- In order to maintain social distancing and reduce movement around school, each bubble will be given a timetabled and staggered PE slot.
- EYFS outdoor space is an extension of the classroom.

### 3g) Playtimes/Outdoor Provision

- Playtimes will be timetabled in designated areas. When swapping over, wait for the next bubble to leave the building before re-entering.
- EYFS will use their outdoor classroom. Bubble staff to supervise. Y1 and Y2 will have a staggered playtime on the KS1 playground. Y3/4 and Y5/6 play will be staggered to ensure a single year group remains in a larger bubble.
- Children will be tasked with creating socially-distanced games. Each bubble will have play resources which will remain within their bubble and frequently cleaned.
- Dance classes/exercise groups with the boom boxes will be encouraged.

### 3h) Lunchtimes

- Lunch will be served in the KS1 hall for full time nursery children and reception children. Each half of the dining hall will be used by Y1 – Y6 as separate bubble with cleaning in between.
- Bubbles will have a designated and timetabled outdoor slot.
- The children's 45 minute lunchtime will be staggered and cover the period of 11.30am to 1:00pm.
- The children will be supervised by their bubble TAs and designated MSAs.
- Cutlery and cups will be carefully distributed and jugs will not be shared.

### 3i) Start and end of the day

- Families will be advised to maintain social distancing when travelling to and from school and whilst they are on the school premises.
- Doors will be allocated for drop-off and pick up.



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- Children will no longer be able to enter through any door with siblings but must enter through their allocated door.
  - Doors will be open from 8:40am to allow children to safely enter the building as they arrive and reduce the number of people waiting in the playground.
  - Parents will be encouraged to leave the playground promptly once drop-off or pick up is completed.
  - Additional staff will be out in the mornings to direct to the correct doors.
  - Children, who have not been collected on time, must remain supervised in their bubble room. Staff will call the office to tell them they have a child who has not been collected. The office will contact parents and then update the supervising staff.

### 3j) PPE (Personal Protective Equipment)

- Guidance from the Government states that most staff will not need PPE.
- Masks will be available in certain circumstances including looking after an unwell child, nappy changing or more intimate first-aid.
- A supply of masks, gloves and aprons are available for intimate care and first aid.
- Staff are required to follow the Staff Code of Conduct in regards to dress code. Summer attire is acceptable.
- All children attending school will be expected to wear school uniform. Discussions with parents about any issues with uniform will be held with sensitivity and be mindful of financial difficulties families may be experiencing.

### 3k) Office communications

- Parents will be encouraged to communicate by email or telephone, wherever possible.
- Only one parent / carer will be allowed in the foyer at once. Social distancing must be adhered to for those waiting.
- Parents may wish to speak to staff but should remain socially distant. **Parents will continue to be encouraged to communicate via phone or email wherever possible.**
- The main office is out of bounds to all but the office staff. This is to reduce staff contact with the admin staff. Staff are encouraged to email the office with enquiries, wherever possible. Any other enquiries should be through the sliding window.
- All staff will be required to keep their mobile phone on their person, on vibrate, to enable efficient communication but adhere to the Acceptable User Agreement.

### 3l) First aid

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- Where possible, all minor injuries should be dealt with by staff in their bubbles. Each bubble will have a first aid kit available in the classroom.
  - PPE will be available for staff assisting with a pupil who is unwell. In the first instance, Maria Eland and Lamara Taylor will assist children who need this level of care.
  - Staff should wear PPE when changing nappies and should position themselves to the side of the child in a ventilated room. Hands and wrists should be thoroughly cleaned afterwards.
  - If a child becomes unwell with symptoms of coronavirus while in school and needs direct personal care until they can return home, the supervising adult should wear a fluid-resistant surgical facemask. If contact with the child is necessary, then the supervising adult should wear disposable gloves, a disposable apron and a fluid-resistant surgical facemask. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.
  - The disabled toilet next to the office will be out of general use to all staff, children and parents. It will be used as an isolation room for children / staff who are unwell and awaiting collection. The window should be open for ventilation. The room should be cleaned and disinfected using standard cleaning products before being used by anyone else.
  - If a child or adult tests positive for coronavirus, they should self-isolate for at least 7 days and their household should self-isolate for 14 days. All pupils and adults in the bubble, in which the child has been attending, should self-isolate for 14 days (subject to testing).

### 3m) Response to any infection

- School will contact Public Health England Health Protection Team in York in the event of an outbreak. All schools will be provided with a small number of home testing kits. The PHE team will contact school if they become aware of a positive test within our community and advise accordingly.

## 4. Staffing

Following the reduction in the prevalence of coronavirus (COVID-19) and the relaxation of shielding measures from 1<sup>st</sup> August, all staff are expected to return to school. Supply teachers and other temporary staff can move between schools. Specialist therapists, clinicians and other support staff for pupils should provide interventions as usual.

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#### 4a) Staff who are clinically vulnerable or extremely clinically vulnerable

- Individuals, who previously fell within these categories, are advised that they can return to work as long as they maintain social distancing. If staff are concerned, they can have personalised risk assessments completed.

#### 4b) Staff taking leave

We recognise that staff have been working extremely hard throughout the coronavirus (COVID-19) outbreak and will be working hard to prepare for all pupils return from the start at autumn term. Any staff travelling abroad during the summer, will need to be mindful of any 14-day quarantine periods on their return to ensure they are available for work from 7th September. Staff should discuss any travel plans with SLT before the end of the summer term to inform planning for the autumn.

#### 4c) Support for Staff

It is important for staff to look after themselves and each other. We are mindful that we have had to work in a very different way and will continue to do so for the foreseeable future. We are also aware that over recent months our school community has experienced personal loss and bereavement.

There is support available for staff which is being facilitated by our school's Educational Psychologist.

**1. Bereavement support:** Rachael Thomas will co-ordinate support for bereavement following the unexpected loss of two previous members of staff. If you would benefit from support either on a one-to-one or group basis, please contact Rachael directly.

**2. Well-being support regarding working during the current pandemic:** Lindsay Illingworth will co-ordinate support for staff who feel they would like to talk to somebody about their feelings or concerns. Please contact her directly.

**3. Direct support from Educational Psychologist:** If you would prefer to speak to somebody from outside of school, Jo Williams, Educational Psychologist, is available for telephone support.

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We appreciate that people's feelings and personal circumstances are very different, and that these may change over the course of the coming weeks. Please be aware that this support will be available as and when you need it.

## 5. Attendance

Now circumstances have changed, it is vital that all children return to school to minimise, as far as possible, the longer-term impact of the pandemic on children's education, well-being and wider development. School attendance will therefore be mandatory and parents have a duty to ensure their child attends regularly. Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, individual arrangements will be put in place.

Attendance Policy procedures apply from 7<sup>th</sup> September 2020. A copy of this policy is available on the server.

## 6. Curriculum, behaviour and pastoral support

### 6a) Curriculum expectations

- Education is not optional: all pupils receive a high-quality education and the curriculum should remain broad and balanced.
- Remote education, where needed, should be of a high quality and aligned to the learning which is being delivered in school
- Some modifications can be made to the curriculum at the beginning of the year but the school's normal curriculum content should be fully implemented by summer 2021.
- 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 children in EYFS, teaching should focus on the prime areas of learning including: communication and language, personal, social and emotional development and physical development in the first instance.
- For pupils in KS1 and KS2, leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics, reading, increasing vocabulary, writing and mathematics).

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- The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year.
  - Choice boards prepared ready for contingency closure ready in reading records and uploaded to Google Classroom.
  - Choice boards to be adapted to provide a range of subject skills which are relevant to the Key Stage.
  - Usernames and passwords for key learning websites to be kept at home.
  - Children to be trained on efficient of the Google Classroom and its capabilities.
  - Parents to be reminded of the use of Tapestry and Google Classroom for home learning.

### 6b) Behaviour

During the summer term, our behaviour policies and practices will be reviewed in preparation for the return in the autumn. Our expectations guidance will be updated in-line with the risk assessment to ensure clarity for children, parents and staff. It is likely that the lack of routines of regular attendance and classroom discipline may contribute to disengagement on returning to school. Consistency and certainty will provide the security all children will need to reintegrate back into school life.

### 6c) Pastoral support

School should consider our current provision and offer increased support for rebuilding friendships; addressing pupils' responses to issues linked to coronavirus (COVID-19) and supporting pupils with various approaches to improve their physical and mental well-being. We have reviewed the Relationships and Health Education curriculum and this will form the basis for in-class work to rebuild class relationships and support all children and parents. Staff will be mindful that home learning will have been very different for all children and some will be excited to return, others anxious and a number of families who may need additional reassurances about the full return to school.

### 6d) Learning Strategy from September 2020

Teaching expectations will be taught to the aligned year group whilst ensuring support for the recovery from missed learning of the previous year. Year 1 will adapt EYFS pedagogy for the autumn term to support a transition. Year 3 will continue to deliver phonics-based

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learning. Year 6 split into three smaller class sizes. Each year group has an assigned afternoon teaching assistant for additional support and recovery.

## 6e) Home learning contingency plan

### EYFS

Children will have a 'choice board' of activities to do at home related to their topic for the half term. This will be in their reading records and shared on Tapestry. These activities can be done throughout the half term but will also provide initial activities to do in the case of bubble or school closure. If a bubble or school is closed, teachers will use Tapestry to provide additional home learning that continues on from what is being taught in school. Reception children will also have access to Bug Club at home.

### KS1 and KS2

Children will have a 'choice board' of activities to do at home related to their topic for the half term. This will be in their reading records and shared on Google Classroom. These activities can be done throughout the half term but will also provide initial activities to do in the case of bubble or school closure.

Children will have online access to My Maths, Times Tables Rock Stars (Years 2 to 6), Bug Club and Reading Plus (Years 4 to 6). The login details will be inside their reading records. At the start of term, they will also take home a sheet with these login details which they can keep at home.

Children will have access to Google Classroom and the login details will be checked at the start of term. In school, the children will be reminded how to access Google Classroom. KS2 children will also be shown how to use Classwork feature of Google Classroom so that they can complete and submit work online. In the event of bubble or school closure, teachers will use Google Classroom to provide home learning that continues on from what is being taught in each year group.

## 7. Assessment and accountability

Ofsted will remain suspended for the autumn term. However, there may be visits to a sample of schools to discuss how they are managing the return to education for their pupils. Primary assessments will resume in 2021 for phonics, KS1, Y4 multiplication tables check and KS2.

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## 8. Contingency planning for outbreaks

In the event of a local outbreak, PHE the Health Protection Team in York will advise schools of managing risk. Home learning/remote education plans will need to be in place to include high-quality online teaching resources; appropriate technology access to pupils; printed resources where needed and the setting of meaningful and ambitious work.