

New York Primary School
Recovery Plan for September 2020 Whole School Return

From September 2nd 2020 we are delighted to welcome back to school all children, in all year groups. This plan covers high expectations for all including those with special educational needs and disability (SEND), and those with education, health and care plans (EHCPs). This recovery document contains five sections. Section 1 sets out the actions to minimise the risk of transmission at New York by following Public Health England advice and guidance. The other 4 sections focus on the DfE expectations for our school operations, curriculum, behaviour and pastoral support, assessment and accountability, and contingency planning to provide continuity of education in the case of a local outbreak of COVID-19 cases. Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all children can return and remain in school from September. The risk to children becoming severely ill from coronavirus (COVID-19) is low and the negative health impacts of being out of school must be considered. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families. We look forward to our New York pupils returning to **'Come as you are. Leave at Your Best.'**

Sections	Measures/Actions	Person/Responsible	Additional Notes / Documents
1. Minimising the risks of coronavirus (COVID-19) transmission	<p>Prevention: Hygiene and Cleaning Protocols</p> <ul style="list-style-type: none"> ● Regular handwashing, sanitising of hands and reminders of hygiene protocols in class and around school. ● Sanitising hands upon entry - scheduled handwashing throughout the day and ad hoc as necessary. Sanitising for staff after moving area, touching resources or pupils (holding hands etc). ● Continue to enforce 'Catch it , Kill it, Bin it'. ● Regular reminders of 'Hands Face, Space' ● Toilet protocols one in one out using lego blocks ● Enhanced in school cleaning schedule throughout the day keep school clean and sanitised, door handles toilets and hard surfaces ● Use of tissue bins, emptied throughout the day. Staff to direct as necessary ● Classrooms well ventilated with doors and windows open ● Isolation protocols for symptomatic/unwell adults and pupils ● Locked sanitised room (small main reception room) with good ventilation 	<p>All</p> <p>Cleaners/ All</p> <p>All KD</p> <p>JS/A II KD</p>	<p>Live risk assessment and review of protocols</p> <p>Standing item on staff briefings agenda</p>

	<p>and PPE equipment and ear thermometer</p> <ul style="list-style-type: none"> ● Clear protocols to follow for symptomatic individuals including minimising contact and staff wearing PPE ● PPE worn for intimate care procedures (follow policy) ● PPE store to ensure fully equipped ● Clear and regular communication to parents to ensure they are clear about school protocols and national and local guidance in all events ● Clear reporting arrangements to Public Health England Protection Team (PHEPT). 	<p>T All</p> <p>All KD JS JS</p>	
	<p>Prevention - Social Distancing Protocols</p> <ul style="list-style-type: none"> ● Social distancing stars and spots for pupils on yard ● Social distancing markers for parents drop off and pick up ● Pupils all facing front in classrooms and space created through moving furniture out ● Additional table purchased to accommodate seating formats ● Pupils provided with clear pencil case and a supply of necessary equipment to avoid sharing ● No moving around class/change of protocols for classroom routines ● Staggered starts and end times across school under constant review ● Barriers from Highways to create outdoor corridor for parents ● Signage throughout school and outdoors ● All staff to meet and greet ● School structured in to phases with key stage super bubbles of EYFS, KS1 lower KS2 and upper KS2. ● Separate entrances halls and toilets by super bubble. ● Minimising of staff crossing super bubbles ● Breakfast Club by super bubble ● After school clubs by year group (bubble) ● Staggered lunchtimes by super bubble with year 5, 6 and EYFS eating in classrooms. ● Lunch collection and return protocols in place. ● Year 1 and 2 eat in small hall with lunch provided in boxes on a trolley ● Years 3 and 4 eat in large hall under old routines. ● Staggered Breaks across year groups and zoned areas timetabled on the play yard. 	<p>All All</p> <p>T</p> <p>JS JS JS KD</p> <p>JS/A II</p> <p>JWT. M</p> <p>All</p> <p>All All</p>	<p>Changes to times and protocols over time</p>

	<ul style="list-style-type: none"> ● Protocols for sanitising packed lunch bags and boxes from home ● Access coaches support with groups of same year pupils. Coaches do not access the building - outdoor only, same coaches each day using school equipment. Coaches have read Visitor protocols and are 'managed' by school PE lead. ● No whole school assemblies. HT delivering year group only assemblies throughout the week ● Protocols around sanitising PE equipment ● Protocols to sanitise outdoor equipment after pupil use ● No 'others' to access equipment after use i.e. younger children at pick up time. ● Visitor protocols in place and e mailed in advance to visitors and checked at sign in. ● Where possible visiting professionals will not access main building but where they need to, all protocols in place apply. ● There are capacity signs on all rooms for adult access which must be adhered to. ● Staggered breaks and PPA for staff ● Constant reminders and modelling 	<p>JG</p> <p>JS</p> <p>T</p> <p>All</p> <p>All</p> <p>All</p>	
	<p>Response to Infection</p> <ul style="list-style-type: none"> ● Symptomatic individual - isolation room protocols to be followed ● School to advise Testing and how to book (communicated to parents in line with national and local guidance) ● Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. La Publich Health Protection Team emergency.planning@northtyneside.gov.uk (07813400000) for urgent ● Staff and children must not come into the school if they have symptoms, and will be sent home to self-isolate if they develop them in school. ● All children can be tested, including children under 5.Children aged 11 and under will need to be helped by their parents/carers if using a home testing kit - provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace - self-isolate if they have been in close contact with someone who 	<p>All</p> <p>JS</p> <p>JS</p>	

	<p>develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</p> <ul style="list-style-type: none"> • Staff and parents must inform school immediately of the results of a test: - if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. • If someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. • The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days. • School staff will contact the local health protection team immediately they become aware that someone who has attended has tested positive for coronavirus (COVID-19). • The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. The health protection team will work with schools in this situation to guide them through the actions they need to take, providing definitive advice on which ‘bubble’ groups will be sent home. • Engage with Test and Trace protocols • Remote learning plans will be implemented for any pupils isolating who are well enough to work at home. 	<p>JS</p> <p>JS</p> <p>All</p>	
<p>2. School Operations</p>	<p>Staggered Times</p> <ul style="list-style-type: none"> • School is implementing staggered starts and end times for the school day. These will be under review and parents will be communicated with for any changes over time. • We will use 3 gates to minimise crowding for parents. 	<p>All</p>	

	<p>Small top gate EYFS and Nursery, Middle gate KS1 and afternoon entry for KS2 parents and bottom small gate for KS2 morning entry and afternoon exit.</p> <ul style="list-style-type: none"> ● The one way system for KS2 in the afternoon is to avoid parents entering and leaving through the same gate. ● Parents are not permitted on the school yard apart from KS2 parents in an afternoon only. ● Upon entry and when waiting to leave, pupils will stand on socially distanced starts and spots. ● School staff will sanitise pupil bags and coats upon entry ● Pupils are discouraged from bringing in items from home. ● Parents are reminded to socially distance on the path outside school and not gather in groups. ● Parents are reminded to leave the area immediately they have collected their child and not stay around to chat to others. ● Attendance and punctuality standards apply and school will closely monitor and act upon lateness and unauthorised absence. ● Lunchtimes and breaktimes are staggered to minimise transmission. ● Pupils will choose a lunch option each afternoon for the following day. ● Specific classes will eat in the dinner hall and other classes will eat in the classroom. ● Yards are zoned and accessed by sepecific bubbles only. All equipment is sanitise sprayed after use. ● School uniform must be worn although none logo, black or dark joggers can be worn. ● Pupils must have PE kits in school and change for PE ● Ongoing regular communication with parents via letter, email and survey 	<p>JW All</p> <p>JS</p>	
<p>3. Teaching and Learning and the curriculum</p>	<ul style="list-style-type: none"> ● High Expectations of Teaching and Learning with immediate effect. ● Timetabling to reflect pupil wellbeing with daily slots for staff to determine activity as appropriate. Whole class read, circle time, outdoor session, reflection, worry box, talent diamond etc. ● Behaviour standards reminded and applied. Potential leniency for choices relating to new protocols in the first 3 weeks. ● Staff to introduce new routines to pupils with daily reminders and modelling ● Curriculum adaption to include lost learning from previous year (TT gap 	<p>All T</p>	

	<p>analysis)</p> <ul style="list-style-type: none"> ● Establishing standards in basics using short burst learning, maths meetings, spelling sessions etc. ● Promoting building on prior learning with ambition curriculum ● RHE implemented during the autumn term (staff briefing - RE) ● Promoting reading across school, acquisition of new books ● AR and RP licences extended and all pupil signed up and active ● Adaptions to PE as appropriate and all lessons outside weather dependent ● Music peri in school teaching ukulele and glock across school (Charanga) ● Outdoor (umbrella) choir ● Class assemblies daily with whole school song on the yard each Friday ● Proud Pupil each Friday by class ● Proud work by virtual from w/c 28th September ● Professional visitors in school from 14th September (visitor protocols) ● Educational local same day visits from October half term ● Robinwood residential moved to Spring term ● Remote Learning ready for individual and larger groups. <p>Assessment</p> <ul style="list-style-type: none"> ● Week 4 assessments with teacher input from work and classroom contribution ● Assessment calendar published to staff. ● Work scrutinies scheduled for autumn 1. ● Summer 2021 assessment planned ● Effective use of formative assessment ● Re-introduction of metacognition strategies ● Marking Policy reviewed and updated, rolled out to staff ● Monitoring of routines relating to reading, homework, basic skills ● Combine parent book looks with parent consultations, outdoors working on logistics. <p>Inclusion</p> <ul style="list-style-type: none"> ● Timetabled interventions ● Introduction of new intervention recording ● Early support plans and outdoor meetings with parents ● Nurture sessions timetabled 	<p>RE</p> <p>JG ED</p> <p>JS</p> <p>JS</p> <p>JS All</p> <p>SM SM</p> <p>SLT SLT All</p> <p>T JP JP JP</p>	
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