



Ashford Park Primary School

Date: May 2020 / July 2020 / Sept 2020 / Oct 2020 / January 2021 / March & April 2021 / May 2021 / June 2021

[COVID-19 RESPONSE – SPRING 2021 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Principles

1. The governors, staff and stakeholders are confident that all measures have been taken to ensure our environment is as safe as possible for the return of our children in line with government guidance.
2. Our school is open on our current site.
3. The deployment of our staff is risk assessed and follows government guidance. Our decisions are transparent.
4. Open and clear communication to all stakeholders, particularly parents/carers, is essential to the successful and smooth reopening of our school.
5. The emotional well-being of pupils and staff is a priority, and this must be a focus for all decisions made.
6. The school offer adheres to guidance from the DfE, Teacher Unions, SAfE, NGA and BMA.

COVID – 19 Risk Assessment for Ashford Park Primary School

This risk assessment has these underlying caveats:

A. Safety:

The safety of our children and staff is paramount. This Risk Assessment minimizes the risk within school, due to our expected safety procedures and cleaning schedules, but cannot eliminate the risk of infection from the community. The Prime Minister has declared schools as 'safe', yet also described schools as 'Vectors of transmission'.

B. Prevention:

To reduce contacts within our school we will:

1. Have a maximum bubble size of a class.
2. Three class bubbles in each year group Years 1 – 5, AND two bubbles in year 6. Reception year group bubble.
3. Keep children in consistent groups / bubbles.
4. Avoid contact between class bubbles.
5. Arrange classrooms with forward facing desks.
6. Staff maintain distance from pupils and other staff as much as possible.
7. Staff will wear face coverings, whilst moving throughout the school and in communal areas e.g corridors, toilets, breakout rooms

We will continue with:

8. Robust hand and respiratory hygiene.
9. Enhanced cleaning and ventilation arrangements.
10. Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible.
11. Minimise the potential for contamination so far as is reasonably practicable e.g parents/carers wearing face coverings once on the school grounds; operating one way and keep right systems around the school and at the entrance and exit points.

C. Response to any infection:

1. Active engagement with NHS Track and Trace process.
2. Manage confirmed cases of COVID – 19 amongst the setting's community.
 - If two or more cases are confirmed within 10 days or an overall rise in sickness absence where COVID-19 is suspected, there may be an outbreak and the local health protection will advise on any additional action required.
 - Follow local health protection advice, this may include a larger number of other pupils self-isolate at home as a precaution.
 - In consultations with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who tested positive. [Surrey local outbreak control plan - Surrey County Council \(surreycc.gov.uk\)](#)
3. Contain any outbreak by following Local Health Protection Team advice.

		<p>School to continue with these gate opening & closing times after October half term.</p> <p>Siblings still allowed to walk in together (not too fussed about which gate / time)</p> <p>Parents urged to stick to 15 minute time slots to ease congestion outside of the gate and therefore further enable social distancing between parents at the beginning and end of the school day. To continue.</p> <p>School to monitor local and national figures for Spelthorne and risk percentage R number. Consider asking parents to wear masks on entry to school site. Staff can continue to wear visors when teaching, and if required to wear masks in communal areas around the school and whilst on duty on the school gate.</p> <p>19/12/2020: Spelthorne Tier 4 01/01/2021: Spelthorne 771 per 100,000 of population compared to Richmond 616 per 100,000 of population.</p> <p>End of day gate to be open from 3.00 - 3.30</p> <p>Station Crescent: 3.00 - 3.15: reception to collect Rabbits from classroom door; Otters from ramp gate; Dormice from wall gate 3.15 - 3.30: years 3 and 4 parents to wait on playground Queens Walk:</p>		<p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools (December 2020)</p> <p>https://www.gov.uk/guidance/tier-4-stay-at-home (Dec 2020)</p> <p>Sections 44 and 100 Employment Rights Act 1996 (ERA)</p> <p>Under s44, individual employees have the right not to be subjected to detriment if they refuse to attend/leave work due to their reasonable health and safety concerns. Under s100, an employee's dismissal for refusing to attend/leave work due to their reasonable health and safety concerns is automatically unfair. These provisions are particularly pertinent amid concerns about the new covid-19 variant.</p>
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		<p>3.00 – 3.15 years 1 and 2 wait on playground 3.15 – 3.30 years 5 and 6 wait on playground To continue.</p> <p>Stagger break times, PE sessions Lunch times to be staggered. Reception, Y1 to eat in hall. Acorn, Y2 and KS2 to eat in classrooms.</p> <p>All children to eat their lunches in their classrooms.</p> <p>Children to be in class bubbles but will also mix at certain times of the day (lunch/break) in year group bubbles.</p> <p>Lunch and break times to be staggered, to endeavor to avoid the interaction between bubbles.</p>			
2	<p>Opening Communicate with parents that the school will be opening for all pupils on 3rd September 2020, 4th January 2021 and 8th March 2021</p>	<p>Letter dated 10th July 2020, has been distributed via Parent Mail and on the school website, outlining our intention for opening.</p> <p>Subsequent letters parent mailed to parents to communicate reviewed entry and pick-up arrangements on Friday 4th September. <i>Reviewed due to congestion at gates and resident complaints. Staines South Councillor Chris Bateson – 30/12/20</i></p> <p>Parent Mail – expected return Monday 4th January 2021, re-outlining staggered entrance and exit times.</p>	ST / LA / AW/ SC		<p>https://www.ashford-park.surrey.sch.uk/page/?title=Letters+Home&pid=34</p> <p>Significant number of residents' complaints reported to the police due to parking concerns and congestion, especially at Queens Walk gate area. Police have written to our school community and continue to monitor the</p>

		<p>Parents to continue to: Social distance at the gates and when on school grounds Wear face coverings Keep to the right on entering and exiting school grounds Swiftly leave the school grounds after collecting their children Queens walk gate: main footpath to be used for both entering and exiting the school site, instead of the field.</p> <p>Letter written to the school community 26th February 2021</p>	SLT		<p>parking situation with the local councilor.</p> <p>ST telephoned Councillors Chris Bateson (Staines South) and Denise Turner-Stewart (Ashford North) – continue dialogue in New Year 2021.</p> <p>download.asp (ashford-park.surrey.sch.uk)</p>
3	<p>Staffing All staff including those who were previously shielding are expected to return to work in September (guidance states from 01/08/2020).</p>	<p>Staff year groups and timetables allocated in June 2020.</p> <p>Guidance for clinically extremely vulnerable staff has been reviewed on 19th December 2020 with staff advised to shield until 21st February 2021.</p> <p>Identified staff to remain shielding until 31st March 2021</p>	SLT	<p>PHE guidance</p> <p>Dept of Health and Social Care</p>	<p>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p> <p>https://www.gov.uk/government/news/clinically-extremely-vulnerable-receive-updated-guidance-in-line-with-new-national-restrictions</p> <p>Guidance on shielding and protecting people who are clinically extremely vulnerable</p>

		<p>Guidance for pregnant staff members</p>		<p>from COVID-19 - GOV.UK (www.gov.uk)</p> <p>Coronavirus (COVID-19): advice for pregnant employees - GOV.UK (www.gov.uk)</p> <p>Protecting new and expectant mothers at work - HSE</p>
<p>4</p>	<p>External contractors Contact the external companies and inform them that the school will be opening and ask about staff availability and provision going forward. Decide what provisions the school will be offering e.g. after school clubs</p>	<p>Update parents if necessary Contact Fruit provider (if appropriate) Contact Milk provider (if appropriate) Contact transport providers (if appropriate) Update Governors accordingly Rotas compiled for lunches and break / lunchtimes</p> <p>There will be no enrichment after school clubs for the Autumn half term.</p> <p>School seeking response from external contractors re enrichment club provision for after October half term. Peripatetic music lessons to recommence – piano NOT woodwind.</p>	<p>SC JH</p> <p>LA LM</p>	<p>School meals: School kitchen will provide a hot menu, and will be served in disposable food containers with disposable cutlery for children in years 3, 4, 5 and 6 (eat in classrooms)</p> <p>https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19</p> <p>https://www.koosakids.co.uk/</p> <p>Personalised risk assessments provided.</p>

		<p>School to temporarily halt all peripatetic music provision as from January 2021 – piano, guitar, due to secure area being required for staff breakout space to avoid mixing of bubbles.</p> <p>Surrey support services, temporarily halting provision of SALT and OH therapists.</p> <p>PPA cover – Next Thing Education Clubs.</p> <p>School photographer.</p> <p>KOOSA summer term childcare will commence 21/07/2020 until 20/08/2020. KOOSA breakfast and afterschool club will commence in Sept. Parents to book independently with KOOSA Kids.</p> <p>KOOSA to run October half term and Christmas holiday club, following summer holiday club successful CV-19 secure measures.</p> <p>Recommencement of KOOSA wrap around childcare and Easter holiday childcare provision 8th March 2021.</p>	<p>KOOSA Kids</p>		<p>https://www.gov.uk/guidance/tier-4-stay-at-home#childcare</p> <p>Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</p>
<p>5</p>	<p>Policies and procedures Communicate policy and procedures to staff and Governors</p>	<p>Update Staff/Governors with (but not limited to):</p> <ul style="list-style-type: none"> • Covid-19 Policy and procedures and any risk assessments that have been written • Safeguarding and Child Protection 	<p>SLT LA done</p>		<p>https://www.nhs.uk/conditions/coronavirus-covid-19/</p> <p>Telephone: 119</p>

		<ul style="list-style-type: none"> • Data Protection Policy • Updates from the DFE and guidance from the Public Health England 2020 • Arrangements for the return of pupils and parents. • Cleaning Guidance • Update the website if applicable <p>Email from AW re further staff and children SAFEGUARDING PROCEDURES – 01/01/2021 upon return to school on 4/01/2021</p> <p>Staff consultation re S44 after NEU 'guidance'.</p> <p>Staff governor to act as point of reference for staff members re reviewing staff processes and procedures considering S44.</p> <p>Further updated procedures from guidance and directives to be shared with community and governors.</p>	<p>AW done SLT</p> <p>SLT & Gvnrs AW/ TW SC / ST</p> <p>AW</p> <p>AW / ST</p> <p>NA'B</p> <p>HT</p>		
6	<p>Finances</p> <p>Submit costs of lockdown</p> <p>Ordering materials for Sep</p>	<p>Additional cost centre:</p> <ul style="list-style-type: none"> -Stationary -Cleaning supplies -PPE <p>See separate COVID cost centre (report to governors at monthly FGB)</p>	<p>AW LD PG ST</p>	<p>DFE guidance</p>	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020</p>

					<p>See financial management plan of costings and Resource cte minutes.</p>
<p>7</p>	<p>Pupil Premium</p>	<p>EdenRed – FSM vouchers – 6 week vouchers provided for identified families to cover the summer holiday period. HSLW, weekly/two weekly phonecalls and texts to identified families – families directed to the school website. HSLW will not be making telephone calls or texts over the summer holiday period. Weekly attendance meeting with EWO, Attendance Officer, HT, HSLW Families identified provided with home learning packs and Delight reading packs</p> <p>As of September 2020, LS and LA monitoring attendance in comparison to last year.</p> <p>Kitchen and school to provide and deliver, prepared food to self-isolating PP children.</p> <p>4th January 2021 – if schools are advised to close, refer to 'Contingency plan', for distribution of food parcels to identified families (school mini buses used to deliver food).</p> <p>School awaits delivery of DfE Chrome Books, to enable online learning for identified disadvantaged pupils. Resources ordered 4/11/2020. Re-ordered 10/01/2021.</p>	<p>JH</p> <p>SG</p> <p>CM LS ST SG</p> <p>LS LA</p> <p>HSLW</p> <p>HSLW / PB / Twelve Fifteen</p> <p>ST AW</p>		<p>https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people</p>

		<p>Teachers to provide hard copies of home learning and deliver to identified families deploying LSAs and use of school mini-buses.</p> <p>Additional Chrome Books delivered 19/02/21</p>	<p>HSLW PB LSA colleague</p> <p>HT</p>		
8	<p>Events Consider planned school events and decide what can or cannot go ahead and how government guidance can be adhered to e.g leavers assembly</p>	<p>EYFS – Home visits to now be conducted individually at school</p> <p>Year 6- Individual year 6 class celebrations to celebrate their time at APPS and to support transition. School disco (PTA), picnic, certificates, leaver’s hoodies (PTA), school photos</p> <p>Years 2, 3, 4, 5 – WC: 13/07/2020 timetable to enable a 1 hour say hello and wave goodbye with current and future staff.</p> <p>EYFS and Year 1, videos on website</p> <p>Remote learning through Google Suite for self-isolation situations. User agreement updated and distributed to school community.</p> <p>Google Meet for remote phonic information sessions in EYFS and Year 1.</p> <p>Google Meet for 1:1 parent consultations.</p>	<p>VD SH ST JB KD Yr 6 team PTA LH</p> <p>EYFS, Year 1 staff</p> <p>Teaching staff</p> <p>Teaching staff</p>	<p>SA NH</p>	<p>School website updated with EYFS transition information: https://www.ashford-park.surrey.sch.uk/page/?title=New+to+Reception+September+2020&pid=103</p> <p>Move Up Day opportunities</p> <p>https://www.ashford-park.surrey.sch.uk/page/?title=Say+Hello+and+Wave+Goodbye&pid=104</p> <p>Monitoring through the DfE.</p>

	<p>CC to organize the schedules and set up the individual 10 minute appointments. Microsoft Teams, for daily assemblies, staff meetings and governor meetings.</p> <p>Updated procedures to now include 3 times daily check-ins, by CTs and LSAs</p> <p>Discussion with PTA re year 6 Leavers disco – 15th July 2021?</p>	<p>Teaching staff and</p> <p>Soft Egg support</p> <p>CTs, LSAs and SLT</p> <p>Lela Evans PTA Chair</p>	<p>https://www.ashford-park.surrey.sch.uk/page/?title=Google+Classroom+%2D+Remote+learning&pid=131</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res</p> <p>REMOTE EDUCATION and SEND</p>
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Health and Safety – For sections 9, 10 & 11 SEE SEPARATE CLEANING PLANS & SAFETY MEASURES SCHEDULE provided by AW

	Action	How	Role/ Name	Other contacts	Notes
9	<p>Cleaning</p> <p>Ensure that the school is clean and that cleaning products are available.</p> <p>Ensure processes are in place for cleaning during the day</p>	<p>Continue to check (the most up to date) guidelines, on the Government website</p> <p>Ongoing review of caretaking and cleaning schedule, including the necessity for new staff to wear masks whilst cleaning at the school.</p>	<p>AW</p> <p>TW</p> <p>ST</p> <p>Gvnr</p>	<p>DFE guidance</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/893320/COVID-19_Infection_prevention</p>

	<p>Appointment of new caretaker: Tuesday 9th March 2021 (SW).</p>	<p>School purchased 'Electro-static gun' to support with covid control measures.</p> <p>Ongoing rigorous cleaning schedule and handover (TW and SW, newly appointed caretaker).</p>	<p>AW TW</p> <p>TW & SW</p>		<p>and control guidance complete.pdf</p> <p><i>Additional cleaning addendum for EYFS and Year 1 to support the continuous provision.</i></p> <p>https://ecostatics.com/</p>
<p>10</p>	<p>H and S checks Carry out a Health and Safety check of all areas of the school, including the outdoor space.</p> <p>Vulnerable Children, Children of Critical Workers and Children with an EHCP in Mainstream Schools (including Acorn) If APPS experiences challenges with staffing capacity that impacts on the maintenance of remote learning alongside the safe delivery of on-site learning; as a last resort, leaders may need to prioritise with health partners and social workers (where relevant) the children within this cohort, alongside other Vulnerable Children and children of Critical Workers, and Children with an</p>	<p>As per policy.</p> <p>Check that there is continued access to hand washing facilities etc, both in the school grounds and all school buildings.</p> <p>Ongoing H and S check. Surrey CC H and S survey to be completed by Feb 2021.</p> <p>To reduce contacts within our school we will:</p> <ul style="list-style-type: none"> • Have a maximum bubble size of 15 - 18 children and two adults to each room • Run no more than two bubbles of 15 – 18 per year group • Keep children in consistent groups / bubbles • Avoid contact between groups • Arrange classrooms with forward facing desks 	<p>AW, PG, TW and ST</p> <p>All staff</p>		<p>Report to Governing body</p>

	<p>EHCP to determine who can access on-site learning during times of reduced capacity (Surrey CC – 8/01/2021).</p>	<ul style="list-style-type: none"> • Staff maintain distance from pupils and other staff as much as possible <p>Acorn:</p> <ul style="list-style-type: none"> • The risk of contracting Covid in the Centre at this time is high due to the limited space and high numbers of students and staff attending on-site provision. To reduce this risk, we will limit the number of students receiving on-site education; offering full-time on-site education only to key-worker children and those considered as vulnerable, through the criteria of being at risk if there were not to attend school. All other children will be offered 2 days a week on-site provision. • These places are limited to 10 children per day due to the limited space available. • All children attending the Centre offered full-time on-site provision from 22.2.2021 • Additional space used to accommodate social distancing <p>We will continue with:</p> <ul style="list-style-type: none"> • Robust hand and respiratory hygiene • Enhanced cleaning and ventilation arrangements 			<p><u>AWAIT GUIDANCE AS TO WHEN EDUCATIONAL STAFF WILL RECEIVE THE VACCINE.</u></p> <p><u>COVID19-Resource-Pack-For-Educational-Settings-V04-00-15-January-2021.pdf</u> <u>surreycc.gov.uk</u></p>
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		<ul style="list-style-type: none"> • Active engagement with NHS Test and Trace • Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible • Minimise the potential for contamination so far as is reasonably practicable e.g parents/carers/staff to wear face coverings on school premises, operate one way and keep right system around the school. <p><u>FOLLOWING THE DIRECTIVE FROM THE GOVERNMENT ON THE 22ND FEBRUARY 2021 AND FOLLOWING THE GOVERNMENT ROAD MAP, ALL CHILDREN ARE DUE TO RETURN TO SCHOOL ON MONDAY 8TH MARCH 2021.</u></p> <p><u>Half termly feedback or more frequently to governing body and Surrey 'Covid clinic' support, if transmission rates increase, to more than 2 within the definition of an 'Outbreak'</u></p>			
11	<p>Systems Before resuming normal operation, commission a water treatment specialist to chlorinate and flush the complete system for all hot and cold water systems (including drinking water) and certify the water system is safe before the buildings are reoccupied. Allow sufficient time for this activity, approx. 1 week before opening if possible.</p>	<p>School has not closed down and therefore no resources have needed to be re-commissioned.</p> <p>Emergency lights, fire alarms and lock down alarms tested August 2020.</p> <p>Fire safety equipment tested August 2020.</p>			<p>https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak Withdrawn 28/08/2020</p>

	<p>Recommission all systems before re-opening, as would normally be done after a long holiday period. This includes gas, heating, water supply, mechanical and electrical systems, and catering equipment.</p> <p>Check your fire safety systems including making sure:</p> <ul style="list-style-type: none"> • all fire doors are operational • your fire alarm system and emergency lights are operational 	<p>Legionella testing - Spring term</p> <p>Whole school, deep clean: 5th/6th/7th March 2021</p> <p>Ventilation: top windows open in: Reception, year 1, year 5 and year 6; Passivent adjustment in years 2, 3 and 4.</p>	<p>TW / AW</p> <p>TW / AW</p> <p>TW / SW</p>		<p>Ventilation-in-schools-v3-8-March-2021.pdf (app.school)</p>
12	<p>Site</p> <p>Prepare classroom spaces for learning</p>	<p>Plan and display information posters for parents/carers/visitors in welcome areas as per Government Guidelines for hand washing and social distancing etc. as appropriate.</p> <p>Ensure that there is access to drinking water, facilities for hand washing, and access to hand sanitiser if appropriate.</p> <p>Outside taps replaced with new troughs to enable expectations of handwashing and access to drinking water.</p> <p>Whole school, deep clean: 5th/6th/ 7th March 2021</p>	<p>AW TW</p> <p>AW</p>	DFE	<p>COVID19-Resource-Pack-For-Educational-Settings-V04-00-15-January-2021.pdf (surreycc.gov.uk)</p>
13	<p>Infection control</p> <p>Communicate infection control measures to staff, visitors and Governors.</p>	<p>Training/CPD Posters Emails Texts</p>	<p>AW TW Enviro Clean</p>		<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/893320/COVID-</p>

		<p>Include guidance on handwashing and hand sanitiser facilities Update the website if applicable Ensure policy and procedures are in place as necessary.</p> <p>Surrey flow chart to inform ongoing infection control and response practice.</p>	<p>Great Clean Rentokil</p> <p>All staff</p> <p>ST</p>	<p>19 Infection prevention and control guidance complete.pdf</p> <p>https://www.surreycc.gov.uk/data/assets/pdf_file/0004/228136/Flowchart-School-response-to-suspected-or-confirmed-cases-of-Covid-19-coronavirus-v1-10-June-2020.pdf</p> <p>COVID19-Resource-Pack-For-Educational-Settings-V04-00-15-January-2021.pdf (surreycc.gov.uk)</p>
14	<p>Kitchens Clean and disinfect all areas and surfaces prior to reopening and if necessary, utilise pest control for insect infestations, particularly in the kitchen and/or food preparation areas. Deep clean the kitchen prior to reopening before food preparation resumes.</p>	<p>Kitchen staff conducted a deep clean of the kitchen on 13th May 2020.</p> <p>RENTOKIL visited the school on 13th May 2020.</p>	12-15	<p>https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</p>

Curriculum

	Action	How	Role/ Name	Other contacts	Notes
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15	<p>Summer curriculum</p> <p>Autumn curriculum</p>	<p><u>Priority needs to be a transition and recovery curriculum.</u> We are aware that all children will be returning with individual experiences and emotional needs.</p> <p>The priority will be to offer as many open conversations and discussion opportunities as required.</p> <p>We acknowledge that the educational offer will be reduced from 'normal' school curriculum as we are prioritising the emotional and social well-being of all pupils in their individual and collective circumstances.</p> <p>We aim to offer as many outdoor learning activities as possible. Teachers will need to liaise regarding timetables and all equipment will need to be disinfected after use.</p> <p>Each pupil will be provided with an individual plastic wallet containing: Ruler Pen Pencil Rubbbers Sharpener Wallet Book Envelop folder Pack of colouring pencils Pack of tissues</p>		<p>Some advice here https://www.evidenceforlearning.net/recoverycurriculum/</p> <p>Ofsted plans: Autumn term 2020</p> <p>https://www.gov.uk/government/collections/ofsted-s-autumn-2020-plans</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/maintaining-education-and-skills-training-provision-further-education-providers</p> <p>BLENDED learning through a broad and balanced curriculum – Ofsted autumn term visits 2020</p> <p>https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academies</p>
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	<p>Provide additional mindfulness activities such as colouring etc.</p> <p>Home learning for year groups not in school will continue in-line with current systems.</p> <p>Home learning for pupils in Year 6 but who are unable to attend, will continue to be sent the weekly overview.</p> <p>Year 6 emails and feedback on Seesaw and MMe will cease for pupils who are not in school.</p> <p>PLD: 29/06/20 – Foundation subject planning 06/07/20 – Literacy Tree 13/07/20 – Recovery Curriculum</p> <p>INSET 1st September 2020 – Literacy Tree INSET 2nd September 2020-Dr Kathy Weston</p> <p>Investigate H and S and latest COVID guidance, as to how this training can be conducted, when considering all available guidance (Ken Holdsworth, Babcock 4S).</p>	<p>ST</p> <p>MW LA LH</p> <p>MW ST</p> <p>AW</p>	<p>LK</p> <p>JB</p>	<p>https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19 Kenneth.Holdsworth@StrictlyEducation4s.co.uk</p> <p>INSET prep: Sealed packs, books will be wiped. Trainer will be at least 2m + from the</p>
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		<p>SOFT EGG support with IT for Google Classrooms to support colleague learning during INSET.</p> <p>15/07/20 Governors FGB – ‘GUIDANCE’</p>	<p>AW</p>	<p>nearest table. All tables will be facing forward. Face coverings available for staff who require them. Staff given the option to attend the training via live streaming. Each staff member to bring their own pen. 1 table member to be in charge of the book.</p> <p>https://www.softegg.co.uk/ Tel: 0800 9991212</p> <p>Consider all alternative options to enable parent/school engagement e.g use of outside environment, IT etc</p>
<p>16</p>	<p>End of year assessments</p>	<p>No data will be submitted externally ie. EYFS, Phonics, KS1, Y4 MTC, KS2.</p> <p>Internal Target Tracker assessment has been input on TT up to Spring 2 (the last time teachers were able to teach / assess pupils).</p> <p>Beyond this, assessment cannot take place.</p> <p>The priority for returning pupils and teachers will be to reintegrate children</p>	<p>LA</p>	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability</p>

		<p>safely, both physically and emotionally, into the 'new normal' way of school life.</p> <p>Therefore, formal assessment will not take place until the earliest – October half term. This will be reviewed throughout the first half term and beyond as the children are reintroduced into school routines.</p> <p>Year 2 phonic assessment second half of autumn term 2020 (delayed start due to self-isolation – LA emailed Surrey and DfE)</p>	<p>SC and Year 2 team</p>		<p>Year 2 Phonic screening check - Autumn</p>
<p>17</p>	<p>Termly and End of year reporting</p>	<p>End of year report will be reduced.</p> <p>The report will consist of a personal statement and an 'on-track' statement for individual subjects. It will also indicate effort ratings.</p> <p>Mindful that teachers have only taught these children for just over half of an academic year, this is a reasonable compromise on the usual End of Year Report format.</p> <p>Teachers to conduct telephone parent / carer consultations to take place via in the Autumn and Spring terms.</p> <p>Former face to face meetings to be conducted via the telephone or Microsoft Teams, including SEND termly / annual reviews (Acorn and mainstream).</p>	<p>LH Y1-Y6</p> <p>VD - EYFS</p>		<p>End of year ROAs, checked by year leaders, ST (yrs R, 6 and 3), LA (yrs 1, 2), MW (yrs 4, 5). Distributed to parent / carer community 10th July with accompanying letter.</p> <p>https://www.ashford-park.surrey.sch.uk/page/?title=Letters+Home&pid=34&action=saved</p> <p>After parent liaison, decision made to run termly pupil feedback consultation via the telephone and not via TEAMs.</p>

	<p>Teacher handover process to be thorough and support with pupils to be ongoing if necessary. Teachers to liaise closely to ensure continuity of learning. Assessment for learning is used to ascertain accurate starting points for learning on a class and individual basis. Cross-year group collaboration to be continued for at least the first half term whilst ensuring continued revision and introduction of content eg. phonics, reading and maths. This will need to be reviewed in light of pupils' emotional, social and academic requirements during the extended settling in period.</p> <p>SENDCO to update one page profiles of SEND children ready to share with next class teachers.</p> <p>Year 6 UKS2 Phase Lead to liaise with secondary schools to establish a clear, robust transition process for Y6 pupils due to move up in September. This will need to address smaller group sizes and avoidance of mixing with large groups of children from other schools during the visits. A shared risk assessment will be part of the collaborative planning process.</p> <p>Y6 teachers are communicating with secondary schools with regards to individual pupil needs either via a secure online meeting or on a paper form.</p>	<p>SENDCO</p> <p>LH ST STa</p> <p>LMak</p>	<p>JB</p>	
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		<p>Y6 Curriculum is heavily focused on transition via PSHE lessons, open discussions and Smart Moves program.</p> <p>SENCo will liaise directly with secondary SENCos regarding needs of individuals.</p> <p>Transition letter sent to all secondary school head teachers, seeking ways to positively engage to support the transition process.</p>	<p>ST LH/LA</p>		
<p>19</p>	<p>Appraisal</p>	<p>Re-establish appraisal process in September. Appraiser and appraisee list completed. Discussion required as to the proposed targets (continue from this year's targets or suggest new targets for this academic year?)</p> <p>NQT process continues in-line with Salesian program and guidance received. Timetable for Mentor and NQT training received. Training dates for the academic year 2020-2021 received (15/07/2020). Appraisal process review: 03/09/2020</p>	<p>ST</p> <p>MW</p>		<p>Consider: Staff unlikely to be able to complete all their objectives in full this year due to the disruption.</p> <p>What could've been reasonably achieved before initial closure on 20th March?</p> <p>Not required to rewrite objectives or set completely new ones to reflect these changes, but make sure these altered expectations are clear for everyone.</p> <p>Base progress against the objectives on evidence that was already created before lockdown, such as</p>

		<p>Proposal to refresh the appraisal process through the Chris Moyes, 'Growing Great Teachers: Improve Not Prove' model.</p> <p>Ongoing appraisal in line with policy and review schedule.</p>	<p>SLT</p> <p>All staff</p>		<p>anything done for a mid-year review.</p>
<p>20</p>	<p>Curriculum for next academic year</p> <p>SSIP and SSEF</p>	<p><u>Priority needs to be a transition and recovery curriculum.</u></p> <p>We are aware that all children will be returning with individual experiences and emotional needs.</p> <p>The priority will be to offer as many open conversations and discussion opportunities as required.</p> <p>See section 18 with regards to transition, assessment for learning, close collaboration between year groups.</p> <p>SLT are aware that there will need to be time to revise, revisit, embed before introducing new content. SLT acknowledge that this will, for some time, impact on outcomes and judgements.</p> <p>SLT will support colleagues through open dialogue, monitoring and pupil progress meetings to best meet the needs of all pupils.</p>	<p>Class teachers</p> <p>SLT</p>		<p>PLDs – see schedule and minutes delivered in June / July / Autumn term / Spring term / Summer term</p> <p>Points to consider: What impact has COVID had on our pupils? How do we know? What have we noticed? How are we assessing where pupils are? What are we doing to identify the gaps in learning? How are we going to incorporate missed learning? How have we adapted our Maths and English curriculum?</p>

		<p>SSIP and SSEF, evaluated, written with prioritized actions to enhance pupil outcomes and distributed to staff and Governors.</p>	<p>SLT</p>	<p>When do we expect to return to a full curriculum? Has COVID impacted on specific subjects? If so how? Confidence with our remote/ blended learning policy and provision. How will we continue to support our vulnerable pupils? How do we plan to use the catch-up funding?</p> <p>Ashford Park Primary School - Our Mission, 'Inspiring a love for lifelong learning'. (ashford-park.surrey.sch.uk)</p>
<p>21</p>	<p>Summer</p>	<p>Whilst SLT take seriously the fact that the gap will have widened for many pupils – particularly those who are disadvantaged or vulnerable - teachers will not be expected to lead 'catch-up' sessions during the summer holidays.</p> <p>The rationale behind this is that teachers need time to recover and prepare for the new academic year and also have their own commitments and personal circumstances outside of school.</p> <p>It also considers the needs of the children who will need a break from academic</p>	<p>SLT</p>	<p>Year 6 return 1st June 2020. EYFS and Year 1 return: 29th June 2020.</p> <p>Years, 2, 3, 4 and 5 WC: 13th July 2020.</p>

		<p>expectations and time to re-establish connections with family and friends.</p> <p>Research suggests that catch-up sessions do not have positive impact on future progress and attainment.</p> <p>Teachers will ensure that year group apps and information are up-to-date on the school website for pupils and parents to access.</p> <p>Where necessary, additional resources may be provided for individual pupils.</p> <p>There will be no communication between teachers and pupils or parents throughout the summer holiday period.</p> <p><i>Awaiting government expectations and union advice for summer care.</i></p>			
22	<p>SEND Plan and book in annual reviews Update Edukey and other SEND systems</p>	<p>Annual reviews are being conducted online.</p> <p>Provision Map up-to-date.</p> <p>Transition dialogue conducted between SENCo, Inclusion Lead and class teachers.</p> <p>Children with EHCP's encouraged back to school from 1st June.</p> <p>Ongoing discussion and PLDs as to inclusion strategies to be deployed within everyday pedagogy.</p>	<p>LMak</p> <p>LMar</p> <p>VD</p>	<p>Class teachers</p> <p>E O'M</p> <p>PB</p>	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance</p>

Safeguarding

	Action	How	Role/ Name	Other contacts	Notes
23	Support for vulnerable families	<p>HSLW - Telephone calls to families if needed</p> <p>Individual support plans around the family, working alongside other agencies as appropriate.</p> <p>Plan and prepare a collection of signposting opportunities to share with families if needed e.g. Bereavement advice, financial advice etc.</p> <p>Decide which member(s) of staff will be the single point of contact for parents and communicate this to parents.</p> <p>Update the website if applicable.</p> <p>Ensure policies and procedures are in place where necessary.</p> <p>Liaison meetings held via TEAMS, ZOOM and telephone conferencing.</p>	<p>ST SG LM LMar KM</p> <p>PB MP SG</p>	<p>LA services Charities e.g. Daisy’s Dream, Winston’s Wish Thrive</p>	<p>CSPA – identified Vulnerable families EWO – Claire Manning SEND Case workers</p> <p>CTs to contact families directly to ascertain access to home learning. KM to print our hard copies of home learning weekly, from learning provided by CT colleagues.</p> <p>Questions to consider: How have we identified and supported vulnerable children? What have been the challenges? How have we overcome these? How have we adapted our SG policy in light of COVID? What additional training have staff received? How have we found working with outside agencies?</p>

					<p>Online safety- how have we ensured children are safe online? Examples of how we have supported families.</p>
<p>24</p>	<p>Absence Understand what is happening with regards to the recording of absences e.g. with parents who decide not to send children back to school yet / families isolating</p>	<p>Take advice from EWO team</p> <p>DSLs to monitor Safeguard daily, communicate with colleagues to ascertain communication channels to inform Care Ctte</p> <p>CC, to monitor telephone calls to school switchboard and info@ email, informing the relevant colleagues where appropriate.</p> <p>Weekly Care Ctte meetings and twice monthly EWO meetings, to ascertain the safeguarding and wellbeing of 'Vulnerable' children. Opportunities to establish next steps to enable rigorous safeguarding procedures to be followed and maintained. Compilation of 'Remote Learning Attendance Protocols', to follow through on remote learning offer, tracking attendance, engagement and safeguarding.</p> <p>Expectation that FT attendance is mandatory as from 8th March 2021.</p>	<p>CM / BK</p> <p>ST LS SG LMar</p>	<p>EWO</p>	<p>Weekly EWO meeting for vulnerable children and families with follow on actions agreed e.g. letter, email, telephone call, text message.</p> <p>Single point communication tool (EXCEL) informed through SAFEGUARD system.</p> <p>Absence code : # for school closure.</p> <p>Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</p> <p>Questions to consider:</p>

				<p>What impact has COVID had on our attendance? How does our attendance compare to this time last year? Have we had any children not return to school? Are any children on reduced timetables? How have we encouraged pupils back into school? What have been the challenges? What have we put in place for those who need support? What adaptations have we made to our attendance policy? What adaptations have we made to the school day? What impact has this had? How has our Inclusion Officer supported us? Are we planning to spend any of the catch-up funding on supporting attendance?</p>
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Well being:

	Action	How	Role/ Name	Other contacts	Notes
25	<p>Support systems Ensure that there are support systems in place for staff to support their mental health and well-being</p>	<p>e.g Set up systems so that staff can talk to key members of staff if they need to.</p> <p>Staff wellbeing Survey Monkey, distributed to 'All-staff' Thursday 16th May 2020. Identify areas where staff may need support from the answers provided.</p> <p>Distribute help and information sheets through staff email and print out copies for staff room, as and when available.</p> <p>Staff governor representative to act as a single point of access for staff members.</p> <p>Half termly circulation of Employee Assistance Programme contact information.</p> <p>LFT in place as from 1/02/21 for all staff (x2 weekly)</p> <p>Ongoing communications with Spelthorne MP – Kwasi Kwarteng and Surrey CC 'School relationships', as to education staff and entitlement to vaccination.</p>	<p>ST LMar</p> <p>ST AW LA</p> <p>NA'B</p> <p>HT</p>	<p>Strictly Education</p>	<p>Buy Back: Health and Wellbeing 0800 028 5147 http://strictlyeducation.org/ptimise.health</p> <p>Primary mental Health worker – Elizabeth Newman</p> <p>https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</p> <p>Sections 44 and 100 Employment Rights Act 1996</p>
26	<p>Dealing with concerns</p>	<p>Dedicate a member(s) of staff to be the single point of contact for parents via email and/or phone. Update website if necessary.</p>	<p>CC</p> <p>SC</p>		<p>CC initial contact via telephone and email. Distribution of communications to</p>

		<p>Update Staff/Governors accordingly. Plan and prepare a collection of signposting opportunities e.g. Bereavement advice</p> <p>Update to Governor Complaints procedure - September 2021</p>	<p>CoG</p>		<p>relevant staff for actioning.</p> <p>Surrey CC recommendation to return to a 3 stage process.</p>
<p>27</p>	<p>Mental health, well-being and behaviour Plan positive mental health and wellbeing learning opportunities to support pupils' transition back to school</p>	<p>Plan learning opportunities to support pupils' transition back to school, e.g. support for mental health and well-being, bereavement advice if appropriate, learning expectations, information about routines/timetables etc. Identify key families who may need extra support if possible.</p> <p>Class assemblies.</p> <p>Update website where relevant.</p> <p>Share this information with staff/parents/carers.</p> <p>THRIVE resources have been shared with all class teachers. Group and individual (if necessary) assessments will take place as part of transition.</p> <p>Update the school website and TWITTER with links to physical and emotional wellbeing resources.</p>	<p>PB MP KMerr RM MW SG</p>		<p>See LA document 'Supporting the Emotional Well-being of C&YP on their Return to School'</p> <p>THRIVE activities available on website and PB, sending 'Thrive at Home' activities home through MM and See Saw.</p> <p>Primary Mental Health Worker – Elizabeth Newman.</p> <p>SG – details of an EP Resource pack.</p> <p>Points to consider: What has been the impact of COVID on behaviour? What changes have we noticed in pupil behaviour?</p>

					<p>What have we put in place to support children coming back to school? What has changed in terms of how we manage behaviour? How have we adapted our behaviour policy? Have we had any external support? Are we planning to use any of the catch-up funding in relation to behaviour?</p>
28	<p>Nurture and team building Plan opportunities for pupils to share their thoughts and feelings with members of the school community.</p>	<p>Nurture opportunities Life skills Playtime support Pastoral care and support in place Lunchtime support Class assemblies Update website Forrest Schools THRIVE resources have been shared with all class teachers. Group and individual (if necessary) assessments will take place as part of transition.</p>	<p>PB KMerr RM MP MW SJ</p>		

New learning:

	Action	How	Role/ Name	Other contacts	Notes
29	<p>Discuss with stakeholders: What positives are there from this? Have we learned any new and better ways of doing things? What systems in school might we change?</p> <p>17/05/21: Contingency Framework (publishing.service.gov.uk)</p> <p>Government road map: COVID-19 Coronavirus restrictions: what you can and cannot do - GOV.UK (www.gov.uk)</p>	<p>Build new ways of doing things into school systems e.g. in light of what may have worked well with home learning how might homework be done differently?</p> <p>SEE SAW continuing for Reception children. Google Classroom for Years 1 – 6</p> <p>DHT to complete with Governors and SLT contribution, DfE 'Review of remote education provision'. Surrey CC and PHE Surrey Covid Clinic (26/01 & 28/01)</p> <p>Parental Engagement Survey re interaction with remote learning.</p>	<p>VD MW, NA'B, SC, SH, EB, LH, ST DHT</p> <p>MW</p>		<p>Ashford Park Primary School - Google Classroom - Remote learning (ashford-park.surrey.sch.uk)</p> <p>Providing remote education information to parents: template - GOV.UK (www.gov.uk)</p> <p>Report findings to Governing body and amend if trends are seen e.g. number of live check-ins, marking and feedback, downtime/screentime etc.</p>

Guidance documents:

[Covid-19 Response - Spring 2021 Summary - Urdu .pdf \(publishing.service.gov.uk\)](#)

[Covid-19 Response - Spring 2021 Summary - Somali .pdf \(publishing.service.gov.uk\)](#)

[Covid-19 Response - Spring 2021 Summary -Slovak .pdf \(publishing.service.gov.uk\)](#)

[COVID-19 Response - Spring 2021 Summary - Punjabi-Shahmukhi .pdf \(publishing.service.gov.uk\)](#)

[Covid-19 Response - Spring 2021 Summary - Punjabi-Gurmukhi .pdf \(publishing.service.gov.uk\)](#)

[Covid-19 Response - Spring 2021 Summary - Polish .pdf \(publishing.service.gov.uk\)](#)

[Covid-19 Response - Spring 2021 Summary - Hindi .pdf \(publishing.service.gov.uk\)](#)

[Covid-19 Response - Spring 2021 Summary - Gujarati .pdf \(publishing.service.gov.uk\)](#)

[Covid-19 Response - Spring 2021 Summary - Farsi .pdf \(publishing.service.gov.uk\)](#)

[Covid-19 Response - Spring 2021 Summary - Bengali .pdf \(publishing.service.gov.uk\)](#)

[Covid-19 Response - Spring 2021 Summary -Arabic .pdf \(publishing.service.gov.uk\)](#)