

Wednesday 9th September

Supporting each other in COVID-19





Agenda

- Where is the information the SLT use?
- COVID-19 logistics and support
- Other school support

Location of documents and support

- [Government guidance](#) – last updated on the 7th September.
- [Local authority risk assessment version 5](#)
- [Teaching and learning policy](#)
- [Attendance policy](#)
- [Staff handbook V2](#) (timetables, bells, arrangements etc)
- [St. John's COVID website](#) for community
 - [FAQ's](#) and information shared with community

Risk assessment update

- Version 5 released from the LA last week
- There are a couple of changes highlighted in yellow and a new couple of sections at the end highlighted in yellow.
- [CLICK HERE](#) to access Version 5 updated 09.09.2020
- The updates are for teachers, TLA's and admin staff.
- Please sign to show that you have seen the updates by Monday 14th 10am.
- [CLICK HERE](#) to access the online form

School and classroom procedures

- What distance between me and other adults and me and the children?

b. Measures within the classroom

Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.

For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.

School and classroom procedures

- What distance between me and other adults and me and the children?

As much as possible, pupils and staff social **distance** and are spaced apart and the following strategies are considered;

- The use of staff rooms and offices are staggered to limit occupancy
- Staff model social distancing consistently
- Staggered school drop off/pick up times and locations (if possible) without reducing teaching time
- Staggered or limited amounts of moving around the school/corridors
- Classroom design to support social distancing/hygiene measures
- Break and lunch times are staggered. Plans for social distancing during these times in place, such as when queuing for lunches
- Circulation plans have been reviewed and amended
- Circulation routes are clearly marked with appropriate signage
- One-way systems are in operation where feasible
- Corridors are divided where feasible
- Appropriate supervision levels are in place
- Large gatherings such as assemblies or collective worship with more than one group bubble are avoided.
- Avoiding unnecessary gatherings
- Social distancing floor markers are used where queues cannot be eliminated and pupils entering/leaving the classroom follow a "one person at a time" rule
- The movement of pupils around the school is minimised
- Outdoor space is encouraged (weather dependent)

School and classroom procedures

- Staff that work with children in different year groups.
- This was one of three staff questions.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.

All teachers and other staff who operate across different classes and year groups in order to facilitate the delivery of the school timetable will ideally try and keep a 2 metre distance from pupils and other staff as much as they can.

Pupils books – marking work

- From Derbyshire LA – support with the risk assessment document

Answer 2 - (12/07/2020): Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Staff and pupils should wash their hands before and after using these resources.

School and classroom procedures

- Curriculum
- Early years

For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the [EYFS disapplication guidance](#). For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.

School and classroom procedures

- Curriculum
- KS1 and KS2
- Who was engaging in home learning?
- Reading across the curriculum
- Maintain full broad curriculum

For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.

School and classroom procedures

- Teaching and learning
- Assess for future learning
- Working towards present year age related expectations using resources, targets and form this present school year
 - Not using y4 objectives, resources and assessments in a y5 classroom
- Think about the message if your y5 children have resources with y4 written on them.

School and classroom procedures

- Remote learning
- Children not in school
- Monday 21st September

Where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able to immediately offer them access to **remote** education. Schools should monitor engagement with this activity as set out in the [action for all schools and local authorities section](#).

- 4 Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

School and classroom procedures

- Classroom with fire exits – use them when possible
- Use of classroom carpet spaces – are you giving yourself a safe social distance?
- Reading books and using the library

School and classroom procedures

- Visitors in school for meetings, including parents.
- Visitors working with staff to wear a face covering if the meeting is prolonged and indoors, at the request of the member of staff.
- Visitors working with children aren't to wear face coverings.
- Arranged visits need to be in the school calendar.

Parents that want to speak to a teacher briefly after school are able to do so. These conversations need to be outside the school buildings on the playground. Please let your child know, so they can tell their teacher, if you would like to briefly speak to their teacher at the end of the day so they can come onto the playground. If you would like a more formal confidential meeting with the class teacher please contact the school office so that a meeting or phone call can be arranged. At this meeting you will be required to wait at the school gate until invited into school, sign in and wear a face covering when inside the school building.

Visitors are reminded to keep a 2-metre gap between other visitors (use of social distancing floor markers are ideal in these areas).

In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.

School and classroom procedures

- October half term
- Holiday and isolation
- One of the three questions
- From the DfE
- For the summer holiday and September
- LA HR line is that school staff can't work at home.

There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.

Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.

Performance management 2019-2020

- From the DfE

Performance management and appraisal

Maintained schools must continue to adhere to the School Teachers' Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. We would expect schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances. Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives.

Appraisals and performance management for support staff should be carried out in accordance with the employee's contract of employment. DfE does not specify pay or terms and conditions of employment for support staff.

Parent evenings

- Oct – 13th 14th 15th
- No parents to come on site
- Information to be shared in letter home about booking
 - Microsoft team meetings – hopefully
 - Telephone call from the teacher

Harvest church festival

- Hopefully going ahead on 21st October
- To be confirmed on 1st October
- Y3 leading at front of church
- Hopefully 2 year groups walking down to church to watch sitting at either side of the church
- Parents and carers of y3 children upstairs.

PE, coats and equipment

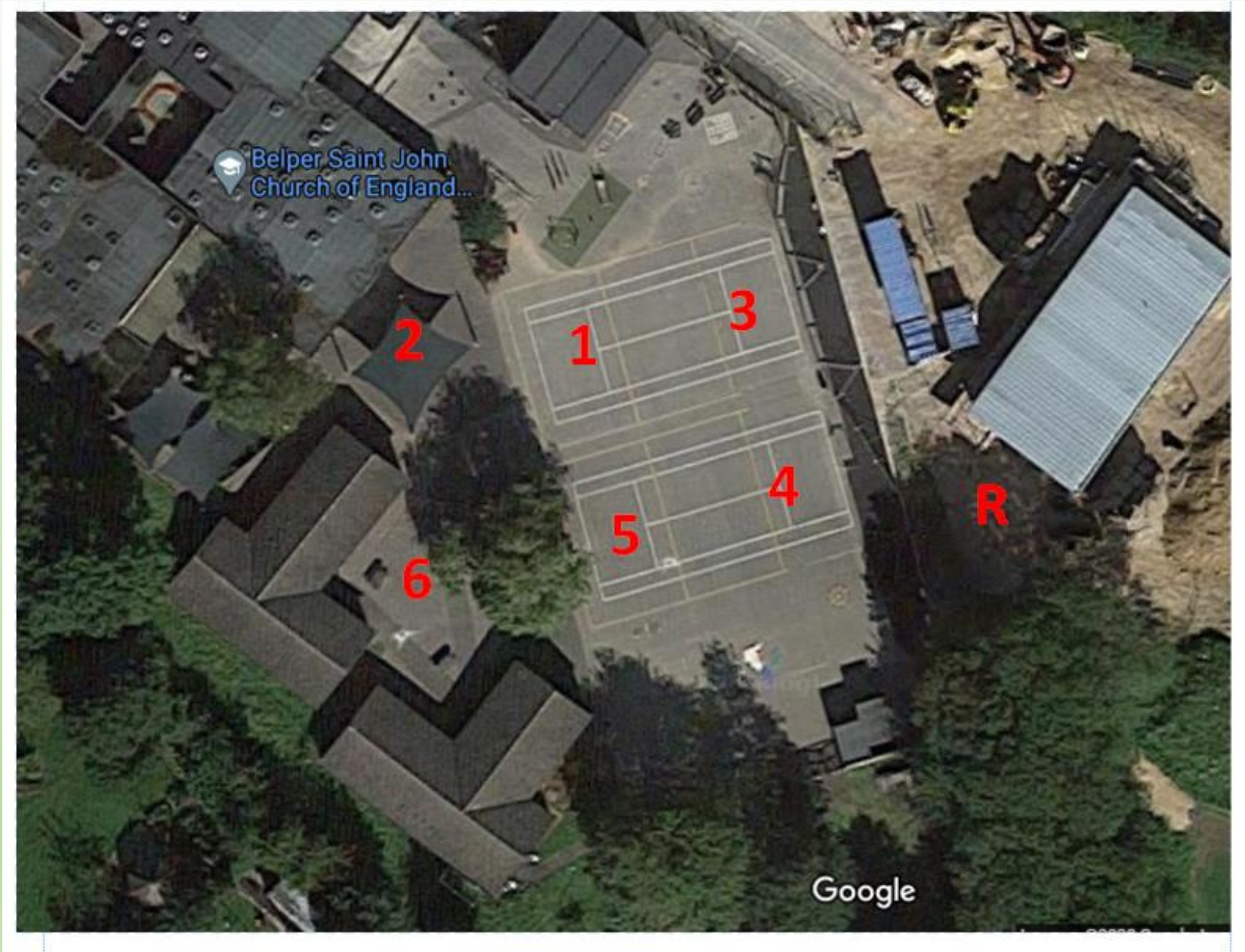
- All children to take PE kits home with them every day – including reception children – single message for all families
- Coats on the back of chairs – not on floor
- Sandwich boxes – don't use the trolleys – under chairs
- Book bags – under chairs

School and classroom procedures

- Volunteers
- Guidelines say that schools can consider use of volunteers – we will do so after October half term. Until then no volunteers can come on site.

Lunchtimes and playtimes

- Playground pens
- New locations to help the y1 children from Thursday 10th September.



Lunchtimes and playtimes

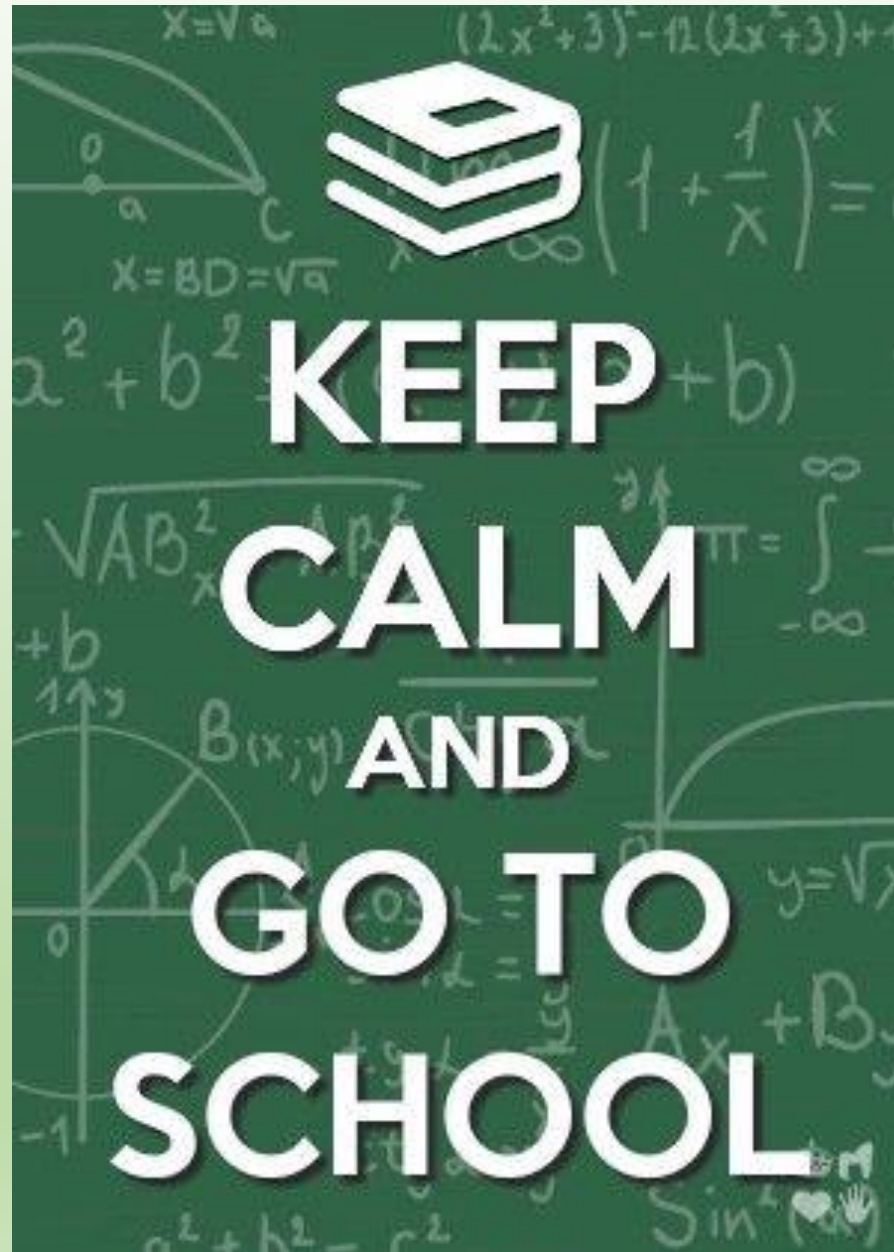
- Pocket toys
 - To be allowed from Thursday 10th. RA to share in information to parents.
- After school and lunchtime clubs
 - One single year group
- From Monday 14th September
 - Junior sandwich children will eat in A7 open plan area.
 - Y3 sandwich children will go straight to A7 at 12.15 promptly

The staff room

- Cups and plates – we need to clean ‘em - dry ‘em and put ‘em away.
- Capacity of 8
- No more than 6 sitting
- Please can we have a sign?

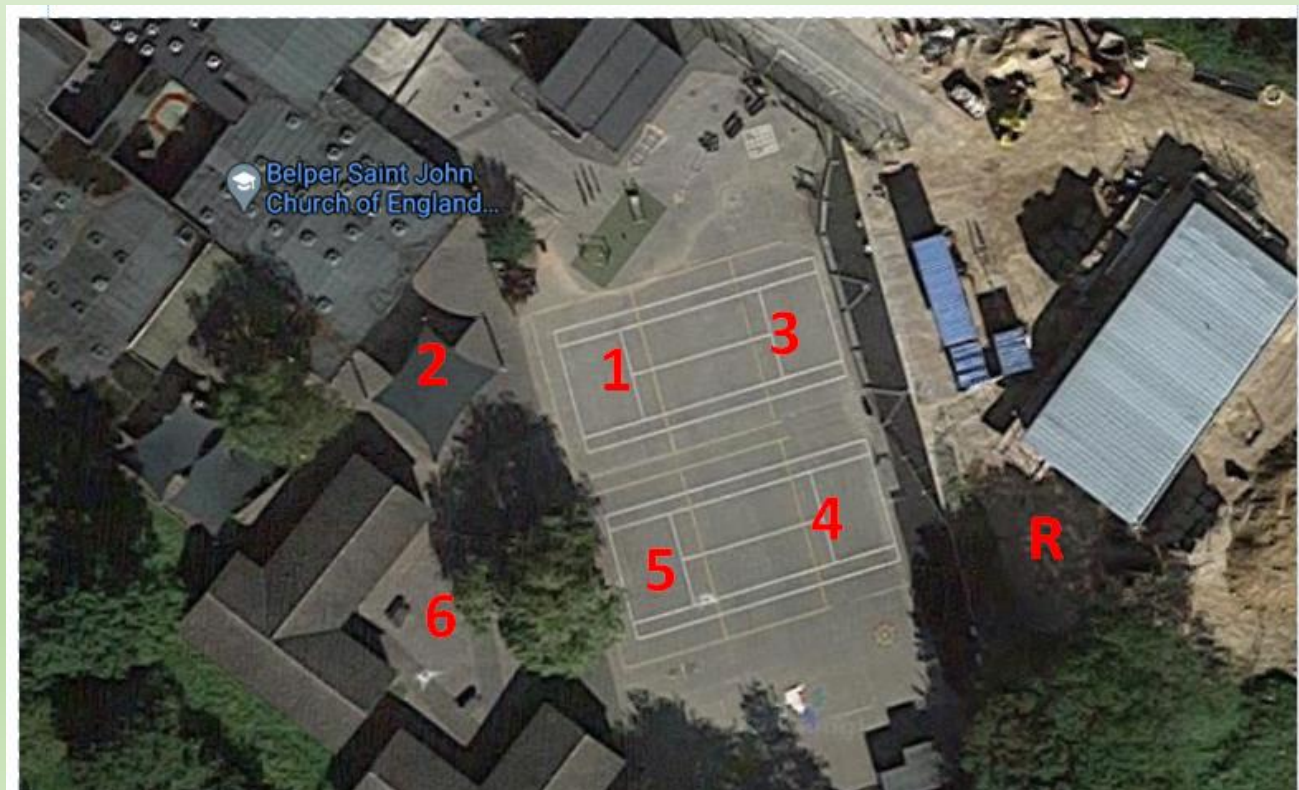
Non COVID-19

- We all need some normality



Fire drill and safe inside practice

- Fire drill – Thursday 10th September – aprox 1.30pm
- Safe inside – Tuesday 15th September – aprox 1.30pm



Performance monitoring cycle

- MC - cycle

Dates	Focus	Evidence Base (Examples including, but not limited to, the following)
14.09.20 → 28.09.20	Teaching & Learning	• Teaching & Learning Policy, Addendum & Risk Assessment followed (COVID-19) • Are non-negotiables securely in place in books? • Organisation and tidiness of classrooms and corridor/block areas. • Children's desks, draws and trays – relevant resources and organisation. • Class displays, VAK and encouragement/praise of learning – number line, working walls etc.
28.09.20 → 12.10.20	Feedback & marking	• Is F&M evidence from books in line with the school policy? • Is feedback in books having an impact on learning? • Book Trawl • Consistently high standards • Pupil Voice to evidence how teachers use F&M.
12.10.20 → 02.11.20	Reading	• Maintenance of reading diaries / records • No-nonsense Spelling strategies used • Phonics learning/assessment evidence • Engagement of children with books they have with them • Star tests completed (KS2) • Accelerated reader, quiz completion, correct book level (KS2) • Guided reading, records • Class reader
02.11.20 → 16.11.20	Disadvantaged children & Gaps in knowledge	• Disadvantaged children identified and knowledge of their attainment to date shared. • How have gaps in understanding due to impact of recent changes to education affected children and been supported? • What opportunities are your disadvantaged children getting above, and beyond, those for the rest of the class? • What evidence is there in the children's work that they are having extra opportunities/interventions? • Use of TLA's e.g. folders of work for TLA's to work to
16.11.20 → 30.11.20	Maths	• Matched to MTPs • Differentiation inc. evidence of challenge • Feedback and marking policy used to close the gap or allow further progress. • Use of kinaesthetic resources • Examples of mastery • Cross curricular maths opportunities • Maths learning wall and other maths around the classroom and learning environment
30.11.20 → 14.12.20	Writing	• Evidence of talk for writing strategies. • Children building on practices from previous years. • Book trawl matched to MTP • Evidence of following the English policy. • Feedback and marking of writing following the feedback and marking policy. • Opportunities for developed and extended writing in areas of the curriculum other than English

Performance monitoring cycle

- PM leaders

Name	
Mr. Roger Averis	Governors and Brian Richards
Mrs. Mieke Carvell	RA
Mrs. Kathryn Astell	MC
Mrs. Karen Heer	KA
Mrs. Gemma Smith	KA
Mrs. Liz Christie	MC
Miss Claire Cooper	RA
Mrs. Natalie Gallen	KA
Mrs. Rebecca Garbutt	RA
Mrs. Katherine Gartside	RA
Mrs. Deborah Girling	RA
Mr. Rob Hallam	MC
Mrs. Hannah Higgs	MC
Miss Nicola Lemon	KA
Mrs. Sharon Newton	RA
Miss. Cairen Nicklin	GS – RA support
Mrs. Denise Robinson	RA
Mrs. Liz Taylor	MC
Miss Charlotte Thompson	GS – MC support
Mrs. Jenny Winson-Bushby	MC
Mrs. Emma Wojcik	KA

Miss Ria Walker – NQT with CN

Miss Lucy Bennett – NQT with SN

Pupil progress meetings

- Mieke to meet all class teachers
- Wednesday 7th October
- Thursday 8th October
- Timetable and information to come
- Supply teacher booked

Building developments

- Entrance area
 - To begin 22.10.20
 - Toilets
- Phase 2 school expansion
 - Phase 1 building of 3x reception classes
 - Phase 2 development of A7 open plan area and library
 - Phase 3 second school hall and 4th classroom built onto F block.
- No government funding available at present for phase 2
 - Staff room – A4



School field

- Appears it is out of bounds

Welfare and medical update

- Interview hopefully on 9th October
- Flu vaccinations letters
 - Letter today
 - 7th October day
 - MC to share procedures closer to day
- First aid accident alert forms
- Medical plans