



Chiddingly Primary School

Muddles Green

Chiddingly

Lewes

East Sussex

BN8 6HN

Telephone: 01825 872307

Email : office@chiddingly.e-sussex.sch.uk

Executive Headteacher: Mr James Procter

Email : head@chiddingly.e-sussex.sch.uk

Version 1

This plan is subject to change at any time either as we review measures in place or as guidance changes. We have numbered the document for your ease of reference.

Thursday 16th July 2020

Dear Chiddingly Families,

Full Reopening of Chiddingly Primary for all children – Monday 7th September 2020

We are writing to provide you with full details of how we are planning to reopen fully Chiddingly Primary for all children on 7th September 2020.

Please ensure you read all this information carefully so you are fully aware of all the measures that will be in place to ensure we keep the children and staff as safe as possible. There are changes to the procedures that in place now and it is very important that you are aware of the arrangements from September. You may also wish to refer to the risk assessment that has been written for Chiddingly Primary which is on the [school website](#). We appreciate this is a lot of information to take in, but it is necessary to provide this amount of detail for the safety of, and clarity for, all members of our community.

General information

- Chiddingly Primary will reopen for all children on 7th September 2020. We have two Inset days on Thursday 3rd and Friday 4th September.
- Chiddingly Primary will be open full time. Monday – Friday from 8:40am – 3:15pm.
- Breakfast club and after –school clubs will resume from Monday 7th September. Please note that **all** clubs, including Breakfast Club, **must** be booked and paid for in advance. No clubs will accept children who 'turn up' on the day. Please contact the School Office if you would like to book a place at Breakfast Club – further details about after school clubs will be sent out in September.
- There is a child-friendly risk assessment on the [school website](#) which we would ask that you please go through with your child before returning to school so they are prepared for the changes that are in place.
- We are waiting for further guidance from the government about the funds they are going to provide to help children catch up where needed, and we will write to you again about how we plan to utilise this extra funding in September.
- Forest School will begin in **Week 2** and you will receive a letter informing you of the dates for your child(ren)'s sessions. The risk assessments for these sessions have been rewritten to take COVID-19 considerations into account.
- ['My Back to School Bubble'](#) e-book is a useful resource to help explain to your child(ren) how the groupings in school will work.



- The government have published a [‘What parents and carers need to know’](#) document, detailing how they expect schools to reopen in September, which you may find useful to read.

System of controls

This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered, and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

Teaching arrangements

All children will be in their new classes with their teachers from the first day of term. Mr Brett will resume his usual P.E. lessons with the children from the first week of term (with the exception of the new reception children who will start in week 2). The vast majority of SEND interventions will take place in the afternoons with the class Teaching Assistant to reduce mixing of adults as much as possible but there may be some instances where the SEND Teaching Assistant will do these separately.

Government guidance: <i>Schools should not put in place rotas. Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. At primary school, schools may be able to implement smaller groups of the size of a full class. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. We recognise that younger children will not be able to maintain socially distancing, and it is acceptable for them not to distance within their group. All teachers and staff can operate across different classes in order to facilitate the delivery of the school timetable.</i>	
Oak	Miss Boswell and Ms Eldridge
Beech	Miss Frankel and Miss Waterman: Monday and Tuesday Mrs Mackarness and Miss Waterman: Wednesday-Friday
Willow	Mrs Pattenden and Miss Benkel: Monday Mrs Cousens and Miss Benkel: Tuesday-Friday
Sycamore	Mr Cline and Miss Webb: Monday, Tuesday, Thursday and Friday Mrs Vile and Miss Webb: Wednesday

Drop-off before school

All children should arrive promptly between 8:40 and 8:50am where they will be welcomed by a member of staff. There is no staggering of drop-off times as the time window (8:40 – 8:50am) and 3 separate entrances (detailed below) allow for social distancing guidelines to be adhered to. Please be strict with these timings to ensure the safety of all families and staff. Please be

careful to remain 1m+ away from any other parents and staff as much as possible, particularly whilst waiting to drop off or pick up your child. Please note that parents and carers are not permitted on site – including the playground – at any time, unless pre-arranged. We appreciate the inconvenience of this with dropping off siblings, but these measures are in place to separate ‘bubbles’ of children and must be adhered to.

Government guidance: <i>Schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time.</i>	
Oak	Through the road gate (to the left) straight up and round, in through the covered outside area.
Beech	Through the road gate and through the gate (to the right) into the Y1/2 outside area, into the classroom.
Willow	Through the main car park gate and through the school reception door.
Sycamore	Through the Rainbow Room gate (in the grass car park) through the playground to the Sycamore building.

Pick up after school

There will be a difference in timings for picking up to avoid congestion in waiting areas – please see below for specifics. Please be strict with these timings to ensure the safety of all families and staff. Please be careful to remain 1m+ away from any other parents and staff as much as possible. Please note that children will be released one at a time and we ask that you ensure you adhere to social distancing guidelines whilst you wait.

Government guidance: <i>Schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time.</i>	
Oak	Pick up between 2.45-3:00pm from the road gate (from Wednesday 16 th September).
Beech	Pick up between 3:00-3.15pm from the road gate.
Willow	Pick up at 3:15pm from the main car park gate.
Sycamore	Pick up at 3:15pm from the Rainbow Room gate.

Break times and lunchtimes

Government Guidance: <i>Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall).</i>	
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Break times and lunchtimes will be staggered to ensure that groups of children are kept separate all day. Each year group will have a box of equipment that they can use at play and lunchtimes which will be cleaned daily. Fruit or vegetables will be provided for those in Reception and KS1 and children in KS2 should bring their snack in a labelled pot, or disposable packaging. Shared play equipment (such as table tennis tables, outdoor music instruments etc.) will not be in use during Term 1.

School lunches

Chartwells (our school catering company) are able to offer the choice from a slightly reduced hot menu and packed lunch options. For children in Reception and Year 1, school meals will be provided free of charge for those that want it. Children who are eligible for Free School Meals will continue to be able to have this.

Daily timetable and curriculum

Government guidance: <i>[Schools must] teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.</i>	
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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.

We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see [coronavirus: travel guidance for educational settings](#). In the autumn term, schools can resume non-overnight domestic educational visits. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the [health and safety guidance on educational visits](#) when considering visits.

Our Recovery Curriculum is detailed in full on the [school website](#). This document details how we will ensure that gaps and the children's mental health and wellbeing is at the priority of our teaching in the new school year. This has been put together with all staff and governors to create an 'action plan' of how to ensure a smooth and positive transition back into all children being in school.

Children working at home

The class email addresses will no longer be 'live' after Friday 17th July. They will be reinstated if the school is asked to close again. No work will be set on the school website whilst schools are open as the expectation is that all children are back in school. If schools are instructed to close in the future, we will inform you of how to access learning set at home. We are in the process of exploring Google Classrooms for use of pre-recorded video lessons and will write to you again with further details of this, if necessary.

Educational visits

We will not book any trips during Term 1 but trips are likely to resume from Term 2. Forest School will begin in Term 1 and we will write to you with the details of how this will be achieved separately.

Resources and classroom arrangements

Government guidance:

Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books and stationery. Bags are allowed. In classrooms, it will be important that schools improve ventilation (for example, by opening windows).

From September, Maths homework will continue to be set on MyMaths and Key Stage Two will be given a grammar book with tasks to complete every fortnight. Reading books and reading records should be in school every day and children will change their book as needed. Spelling tests will resume, and lists will be sent home once the teachers have had time to assess the children and identify the most appropriate spellings for them. Our homework policy is on the website. As far as possible, children will continue to have their own set of resources in school to limit the amount of shared resources that are available. They may bring in reading their book but no other items from home should come into school.

Mental health and wellbeing

Government guidance:

Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this.

We are asking schools and local authorities to:

- *identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic*

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.

Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:

- *support the rebuilding of friendships and social engagement*

- address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- support pupils with approaches to improving their physical and mental wellbeing

Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.

We appreciate and fully recognise that some children and families will be apprehensive of a return to school. Some children will have been out of school for 6 months and returning to new routines, and maybe new teachers and classrooms, may cause them to be anxious. Staff and Leaders have worked hard on creating a '[Recovery Curriculum](#)' to ensure that children's mental health and wellbeing is the priority. Staff will liaise regularly with Inclusion Managers and parents if they feel there is a concern around a child's mental health or wellbeing. Please do contact your child(ren)'s class teacher if you have any questions or concerns around this.

Uniform

Government guidance:

We would encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting up an appropriate tone. Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.

As per the guidance above, we expect all pupils to be back in full uniform in September. This includes ensuring ties are worn with shirts, all jumpers/cardigans must have the school logo on, socks in school uniform colours and shoes that are completely black. Please see the [school uniform policy](#) on the school website and contact the School Office for support in ensuring you have the correct uniform. You do not need to wash your child(ren)'s uniform every day.

Attendance

Government guidance:

In March when the Coronavirus (COVID-19) outbreak was increasing, we made it clear that no parent would be penalised or sanctioned for their child's non-attendance at school. Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development. 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. Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:

- *parents' duty to secure that their child attends regularly at school, where the child is a registered pupil at school and they are of compulsory school age;*
- *schools' responsibilities to record attendance and follow up absence;*
- *the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.*

Where children are unable to attend school as parents are following clinical and/or public health advice, absence will not be penalised. Where a pupil is unable to attend school because they are complying with clinical and/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.

We are asking schools and local authorities to communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year.

Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc). Education is not optional.

As the government have said, attendance at school is now mandatory again and we expect all children to return to school on 7th September, unless they are following clinical and/or public health advice. We will be following our [attendance policy](#), which is on the school website.

Behaviour

Government guidance:

Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at [Behaviour and discipline in schools](#). Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.

In line with the above guidance, we have updated our [Behaviour and Discipline Policy](#) which is available on our school website.

Assessment

Government guidance:

We recognise that pupils will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that we know the impact of coronavirus (COVID-19) on this cohort of pupils nationally, and can give support to schools that need it the most. We are, therefore, planning on the basis that statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:

- *the phonics screening check*
- *key stage 1 tests and teacher assessment*
- *the year 4 multiplication tables check*
- *key stage 2 tests and teacher assessment*
- *statutory trialling*

The statutory rollout of the reception baseline assessment has been postponed until September 2021, giving schools flexibility to sign up to our early adopter year in 2020 to 2021.

The Standards and Testing Agency (STA) are reviewing requirements for the phonics screening check in year 2 (following the cancellation of the 2020 assessment) and also arrangements for implementation of the engagement model (for the assessment of pupils working below the national curriculum and not engaged in subject specific study) and will provide an update to schools before the end of the summer term.

We will be formatively assessing the children in the first few weeks of the term to quickly identify any gaps in their learning and enable teacher to prioritise specific areas of the curriculum. Children in Years 2 and 6 will be prepared carefully for sitting the SATs in May 2021, along with children in Year 4 for the Multiplication Tables Check. We will write to you with further information about Phonics Screenings once we have further guidance from the government. For more information about how this will be achieved, please see our [‘Recovery Curriculum’](#).

Toilets and hygiene

Government guidance:

Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable. Schools should build these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them. Schools must follow the ‘catch it, bin it, kill it’ approach. Different groups of children don’t need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and children must be encouraged to clean their hands thoroughly after using the toilet.

We will avoid toilets becoming overly crowded as break times and lunch times are staggered. Children will be reminded to wash their hands thoroughly after going to the toilet and younger children will be supported with this where appropriate. Classrooms have a large supply of tissues and bins where waste is double bagged on disposal. Children will use hand sanitiser on coming into school and wash their hands at appropriate times during the day. Staff will ensure that children engage in regular handwashing for 20 seconds with soap and water (or use sanitiser) at the following times:

1. arrival to school
2. returning from break time
3. before & after eating

4. when they change rooms

Cleaning

Government guidance:

Classroom based resources, such as books and games, can be used and shared within the bubbles; these should be cleaned regularly, along with frequently touched surfaces.

Extra cleaning of surfaces and equipment will take place throughout the day. All rooms have their own supply of cleaning equipment and staff will wipe down all surfaces as needed. Children will be taught about their personal hygiene and how to ensure their hands are clean. All rooms (where possible) will have open windows to ensure ventilation and doors will be propped open, where this does not contravene the fire regulations. We are in regular liaison with our cleaners to ensure that the environment is regularly and thoroughly cleaned and have supplies of the necessary equipment that is needed – e.g. cleaning equipment, hand sanitiser etc.

PPE

Government guidance:

The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in very small number of cases, including:

- *where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained.*
- *where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used.*

We have a supply of PPE in school and it will only be used for the reasons as listed above and not part of our usual daily practice.

Testing

Government guidance:

Schools must ensure they understand the NHS Test and Trace process and how to contact their [local Public Health England health protection team](#). Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:

- *[book a test](#) if they are displaying symptoms. Staff and pupils must not come into school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home test 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 and Trace*
- *[self-isolate](#) if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19).*

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. 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. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood to them getting tests. Advice will be provided alongside these kits.

Schools should ask parents and staff to inform them 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 7 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 7-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.*

Schools must take swift action when they become aware that someone who has attended has test positive for coronavirus (COVID-19).

Schools should contact the local health protection team. The team will also contact schools directly if they become aware that someone who

has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. 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.

All staff, families and pupils are eligible for testing if they become unwell with symptoms of coronavirus (COVID-19). We will not be regularly taking temperatures of children attending Chiddingly Primary but may do this if they complain of feeling unwell. If your child shows symptoms of Covid-19, they should not attend and request to be tested through the methods above. If a child, parent or a member of staff receives a positive test result, the school will follow the government's guidelines for managing this situation.

Again, we appreciate this is a lot of information to give you, but we are keen to ensure that all members of Chiddingly Primary's community are aware of the prevention measures that are put into place to ensure a safe return to school.

Please do not hesitate to contact us if you have any questions.

Thank you for your continued support – we are so looking forward to seeing you all in September.

Yours sincerely,



Mr A Brundle

Chair of Governors



Mr Procter

Executive Headteacher



Mrs Vile

Head of School from September 2020