

Questions to support schools to achieve the safest full opening (provided by Bedford Borough 15.07.20)

The answers to the questions have been prepared with the latest guidance in mind:
Guidance for full opening: school - Section 1

Please be aware that guidance may change and there may be a need to update plans before September. This document will be reviewed and updated in the last week of August to address new guidance that is published in the next month.

- What bubbles will be in place to minimise contact between individuals and maintain social distance where possible from September 2020?
Bubbles will have a maximum of 15 children in a class and will continue to operate as Wilden classes, in their classrooms. YR and pre-school will be together as one class in Early Years classroom/outdoor area. Teacher and TA will stay in the same bubble as far as possible. Tables will be in rows, children sitting side to side rather than face to face. EYs guidance: Early years settings are no longer required to arrange children and staff in small, consistent groups so can return to normal group sizes.

- Are you implementing staggered start and finish times?

Information on letter:

Class	Start time	Entrance and exit	Finish time
Chipmunks	8.45am	Main gate	3.10pm
Hedgehogs	8.45am	Main gate	3.10pm
Squirrels	8.45am	Small side gate	3.10pm
Otters	8.40am	Field gate	3.15pm
Muntjacs	8.35am	Field gate	3.20pm

- If you are implementing staggered start and finish times, how will you ensure that the overall amount of teaching time is not reduced?
KS2 are starting earlier and finishing later.
- How within your powers will you minimise contact between bubbles and keep students safe whilst travelling to and from school?
Reminders to be given in newsletters. On school transport – children to sit in classes. An adult to be present on the first morning
- How will you minimise contact between bubbles before school, during break and lunchtimes (Will break and lunchtime be staggered?), at the end of the school day, and when learners are moving around the school?
Breaktimes:
Chipmunks, Hedgehogs, Squirrels 10.20-10.35am Squirrels in different area in the playground. 2 zones to be separated by cones.
Otters and Muntjacs 10.40-10.55am Otters in different area in the playground. 2 zones to be separated by cones.

Lunchtimes:

Cooked lunches will be delivered onto the premises. Different class bubbles in the hall at different times. CE will collect them from the driver outside the school.

Class	Before Lunch play	Lunch Start time	After Lunch play
Chipmunks		11.50 – 12:30 PM	12:30 – 12.50 PM
Hedgehogs		11.50 – 12:30 PM	12:30 – 12.50 PM
Squirrels		12.00 – 12:30 PM	12:30 – 12.50 PM
Otters	12:20 – 12:30 PM	12:30 – 12:50 PM	12:50 – 1:10 PM
Muntjacs	12:20 – 12:30 PM	12:30 – 12:50 PM	12:50 – 1:10 PM

Each class bubble will sit at their own table. Early finishers will have a tray of equipment (one per class) e.g. colouring in.

Lunch rota Monday to Thursday

	11.50	12.20	12.30	12.50	1.00	1.10
EYFS and KS1	In the hall CE (until 12.20), KS, MC		Outdoor play CE			
KS2		Outdoor play CE	In the hall KS and MC AB/LD/LB to sit near pupil until all lunches served (AB: Mon & Weds, LB/LD other days) then KS to take over	Outdoor play CE, KS MC cleaning		

Lunchtime rota Friday

	11.50	12.00	12.30	12.50	12.55
EYFS and KS1	In the hall MC and CH		Outdoor play CE	Back to class	
KS2		Outdoor play CE	In the hall AB and MC LB with pupil	Back to class	

Mindfulness sessions to take place once the children have eaten their lunch and whilst they are waiting to go out to play. I.e, EYFS and KS1: 12.20-12.30

KS2: 12.50-1

PE timetable Laptops timetable, Library visits to be organised.

- How will classrooms be arranged to minimise the risk of transmission (the physical space)?
Children will sit in rows. Carpet spaces for younger children (use number mats or colourful tape).
- How will you minimise the risk of transmission within each classroom (e.g. routines, cleaning etc)?
Routines as above. Cleaning checklist for am and pm. Additional checklist for teachers.
- How will you ensure that there is no risk posed by the sharing of classroom resources and equipment (e.g. pencils, games, handing out books etc)?
Each child will have their own set of stationery or pencil case (which will only be handled by the child). Equipment will be able to be used by different class bubbles e.g. PE equipment; it will be cleaned regularly and will only be shared when it has been cleaned. Reading books will be given out once a week on a Monday/Friday and returned on a Friday/Monday. Reading books can be taken home. Essential equipment can be brought to school again e.g. pencil case, reading book. School bags/book bags are allowed.
- How will you ensure that there is no risk posed by staff providing feedback on student work (e.g. marking books)?
Weekly marking away from child, verbal feedback or whole class feedback.
- How will you minimise the risk of transmission during PE lessons (e.g. avoiding contact sport and by thorough cleaning of equipment etc)
As above – equipment will be cleaned between class bubbles using it. No contact sports, outdoor PE/Games as much as possible.
- How will you minimise the risk of transmission during singing, chanting, playing musical instruments, shouting etc?
Children will sit in rows; because of small numbers, they will be allowed to sing, facing forwards. If musical instruments are used, the child must play with the same musical instrument for the activity. The instruments must be cleaned at the end of the lesson.
- When and where will additional and higher standard cleaning take place to minimise risk of spreading infection?
Cleaning will take place in the morning and after school. Teachers and TAs will also clean during the day e.g. tables. Deep cleaning on a Friday afternoon and holidays.
- When and where will additional and higher standard cleaning of toilets and outside play equipment take place?
Weekly cleaning of play equipment. Each class will have their own box. Toilets are cleaned at break times, lunchtimes and after school.
- How will you support staff to keep their distance from pupils and other staff (ideally 2 meters)?
All will be reminded about social distancing.
- How will you arrange staff rooms and minimise their use?
Break times and lunchtimes will be staggered. There are at least two adults with each class bubble so they can cover each other for break times.
- Under what circumstances will PPE equipment be used? In these instances what PPE will be used and by whom?
PPE equipment will be used if there is a suspected case of coronavirus and for intimate care of younger children. This will be logged.
- Will students be required to wear uniform? If so what guidance will you provide to parents with regards to this?

Yes, communicated on the letter sent out to parents (13.07.20).

- How will you ensure that students wash their hands regularly?
Sanitiser will be used on entry and exit to school. Children will wash their hands before break time, after break time, before lunch time and after lunch time. Due to small group size, children are sent to wash hands as they arrive in school and at the end of the day. Sanitiser is used as a last resort as soap and water is said to be the best.
- How will you implement and promote robust hand and respiratory hygiene measures for all?
As above, posters, catch it, bin it, kill it.
- Is there a need for any small adaptations to the site e.g. additional hand washing basins?
No, we have small numbers and enough sinks. Classes will need to take it in turns to wash hands e.g. 5 minutes difference between Otters and Muntjacs and Squirrels and Hedgehogs. Barriers between these classes so they do not share basins and toilets, using tape.
- How will you ensure that students understand the importance of not touching staff or their peers?
Children will be reminded.
- Outline any updates to your behaviour policy including new rules/policies and how these will be communicated to all stakeholders.
During governors' meeting: SLT available in the afternoons when there is likely to be more incidents of challenging behaviour, reflection corner in the classroom or outside the classroom. SLT to keep pupils in at breaktime/lunchtime if needed. Class teacher report, break/lunchtime report if needed. Daily communication with parents if needed.
- How is the school mitigating the risk of large gatherings such as assemblies?
Collective worship in class bubbles to begin with, doubling up of bubbles outside after children have settled in, 1m+. Staggered collective worship, early slot: Hedgehog and Squirrels, Otters and Muntjacs later on in the term. Harvest Festival, Remembrance Service outside (weather permitting).
- What additional measures will you put in place to make extra-curricular and 'out-of hours' services e.g. breakfast and after-school care safer?
Class bubbles to sit at their own table with their own equipment.
- Are there any non-overnight domestic educational visits planned for the Autumn Term?
Have these been broadly and deeply risk assessed to mitigate risk.
The guidance states that the local environment can still be used. The Autumn topic will be The Wonder of Wilden; the class bubbles will make use of the local environment for walks, Science work, Welly Wednesday. RA will be taken and parents will be informed.
- Outline how you will ensure that all stakeholders understand the importance of staying at home if they are ill or showing symptoms.
Regular updates in the newsletter.
- Outline how you will ensure that all stakeholders understand the importance of active engagement with track and trace.
Mentioned in letter to parents sent out 13.07.20.
- Outline the process you have in place to ensure that all stakeholders notify the school immediately of the results of a Covid-19 test.
Parents have been asked to inform the office if they have been abroad.
Regular updates in the newsletter. School office is keeping a log of children/staff off ill / taken ill during school School office to follow up if we know there is a suspected case.

Result will be logged. If positive, BB flow chart will be followed, Public Health England informed. Decision made about closing class bubble/school.

- Outline the process in place if a situation occurs where two or more cases of Covid19 are confirmed within a 14-day period.
As above.
- Are you familiar with the Bedford Borough Guidance for management of Covid-19 in Schools & Colleges (July 2020) Flow Chart?
Yes, up on wall.

Other important information:

Staff are allowed to be in as many bubbles as necessary to fulfil the delivery of the curriculum e.g. some TAs will support different bubbles because of interventions and catch-up programmes.

TA provision:

	Chipmunks and hedgehogs	Squirrels	Otters	Muntjacs
Monday am	NM/SB/KS	JP	CH	NHR
pm	NM/SB/JP			
Tuesday am	NM/SB/KS	JP	CH	NHR
pm	SB/JP/MC		CH (LB out)	
Wednesday am	SB/SH/KS	JP	CH	NHR
pm	SH/MC/SB & JP-til 2.30	from 2.30 JP	from 2.30 SB	
Thursday am	NM/SH/JP		CH	
pm	SH/MC/KS	JP- LD out		
Friday am	NM/SH/KS		CH	
pm	SH & KS			

Michelle

	11-11.15	11.15-12	12-2	2-3.10
Monday			Lunch	
Tuesday		Listen to readers	Lunch	Chipmunks
Wednesday		Listen to readers	Lunch	Chipmunks
Thursday	Listen to readers, break cover for chipmunks		Lunch	Chipmunks
Friday			Lunch	

Jemma

	8.35-12	1-2.30	2.30-3.10
Monday	Squirrels		
Tuesday	Squirrels	Chipmunks	
Wednesday	Squirrels	Chipmunks	Squirrels
Thursday	Squirrels until 9.45 then Chipmunks	Squirrel	
Friday			

Sarah

	8.35-12	1-2.30	2.30-3.10
Monday	Chipmunks	Chipmunks	
Tuesday	Chipmunks	Chipmunks	
Wednesday	Chipmunks	Chipmunks	Otters
Thursday			
Friday			

Attendance

Children's attendance will be measured in the pre-Covid way and the School Office will monitor absences.

Mindfulness

There will be no planned mindfulness activities in the hall instead teachers will plan in reading for pleasure and maths fluency activities in class. Children can colour in/play games if they finish their lunch (class bubble box and hand sanitiser on the table).

Staff cover for teacher illness:

TAs/MH

Staff meetings will be scheduled as normal – on a Monday after school; as there are only 5 of us, we can socially distance in a classroom.

Remote Learning

If there is a local lockdown or if we are ordered to shut down the school, Class Dojo and direct email exchanges will continue to be used to communicate remote learning. Teachers will continue to use Hamilton Trust, White Rose, NCTEM, Talk for Writing, Oak National Academy, Bitesize.

September Curriculum

Wilden's School Values and QUALITY FIRST TEACHING remain at the forefront of our philosophy.

In September, children will have a settling in period – 2/3 days. This will be an opportunity for teachers to get to know their class and go through rules and routines, including hand washing, social distancing, class bubble areas. In the first few weeks, teachers will focus on reading, reading comprehension, maths – number, writing – sentences, mental health, self-esteem, The Wonder of Wilden topic and Beginning and Belonging PSHE unit. During this time, teachers will be assessing pupils through formative assessment: asking questions, observing, looking at what has been produced, giving verbal feedback. They will start to identify where the gaps are. During the third week, pupils will be formally assessed in the core subjects: Reading and Maths – Y2, Y3, Y4, Y5, Y6, using the summer NFER tests of the previous year.

Phonics interventions and SEND provision ((My Wilden Support Plan targets and EHCP) will start immediately.

Reading comprehension and maths interventions for other children will start after the formal testing.

