



*Striving for Excellence*

**Covid-19**

# **An Interim Strategic Plan for School Improvement**

Version 1.2 created: 25/05/2020

This document is to be read alongside the following:

- C-19 Risk Assessments & Action Plans
- C-19 Reopening Plan

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## The Mission.

*Our overriding purpose in line with our vision and values: -*

**OUR JOB IS TO MAKE PEOPLE THE BEST THEY CAN BE. WE WANT ALL OUR CHILDREN TO ACHIEVE THE HIGHEST STANDARDS POSSIBLE IN A THRIVING MULTICULTURAL LEARNING ENVIRONMENT**

**ABOVE ALL WE WANT OUR SCHOOL TO TOUCH THE LIVES OF ALL OUR CHILDREN & ENSURE THEY GROW UP TO BE REFLECTIVE, SELF-AWARE, AND RESOURCEFUL. THEY ARE AT PEACE WITH THEMSELVES; EMPATHETIC TOWARDS OTHERS AND CONFIDENT YOUNG PEOPLE**

## The Vision.

*Our aspirations and desired future state is:*

To become the school of choice for the local community through children achieving the highest standards possible.

## **Our Values.**

*Our fundamental beliefs upon which our business and its behaviour are based:*

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Our values are embodied and lived through following the school creed:

- I intend to always do my best and treat everyone I meet with kindness and care.
- I intend to be loving instead of angry, generous instead of greedy, and will always be honest.
- I intend to look after others and their belongings, respect my surroundings, and care for the environment.

## **Our Objectives.**

*A statement of overall aims that are in line with the overall mission:*

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- To provide an overall superior service and good value for money
- To excel in anticipating and quickly responding to customer and societal needs
- To be a good neighbour, concerned for the community and environment

Our interim objectives focus on the unprecedented circumstances which we face:

- To accelerate progress
- To improve core skills
- To develop resilient pupils.

## Strategic Plan: Introduction

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Ryefield is not closed, but it is also not fully open either. When the school will reopen is difficult to determine and we hope that we have more than the 48-hour notice that was afforded us prior to closure. Returning to Ryefield being fully open after the Covid-19 lockdown is going to be hard. It is very hard to try and predict what it will look like or when or how it will happen. Regardless of whether it is as early as June, or possibly not until September or even later, we have to use the current time available to us to re-align our strategic direction with existing pressures and priorities.

Ryefield has the opportunity to access its collective intelligence. Drawing upon the cumulative experience of Ryefield's professionals, we can horizon scan and put into place an interim strategic plan. This plan will need to ensure that the subsequent actions respond to the problems presented by the global pandemic but also uphold the school's mission, vision, values, and objectives.

We must be aware that it will be a very different experience for every school and for the different people - children, staff and parents - within the school. We have some experience of returning to school that we can draw on. We experience this in miniature at the end of each summer holiday, but this return will be much more complex. We will need to be honest with ourselves and each other about how difficult this experience will be.

The purpose of this document is to set out the school's strategic priorities and the subsequent actions that will bring them to fruition. There are several things to consider and include in our plans for the return to school for all:

- Attendance and Pupil Numbers
- Expectations
- Teaching and Learning
- Staff Anxiety
- Communication
- Finances
- Safeguarding
- Staff Development
- Curriculum Design and Planning
- Parent Anxiety
- Site Safety
- Wellbeing
- Routines
- Staffing
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## Strategic Roadmap

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Ryefield has been placed in the unprecedented position of having to rapidly respond to a shifting societal crisis. There has been little information from the government and much of this is fogged by confusion, contradiction and a lack of consultation. Ryefield's strategic response has been broken down into five stages. At the time of writing, the school sits on the cusp of transitioning into Phase 3 and this plan is mainly concerned with the Phases 3 and 4. It is recommended that this roadmap becomes a standing item on all future Senior Leadership Team (SLT) meetings, Extended Leadership Team (ELT) meetings, and local Governing Body meetings (GB). The following table roadmaps the schools response to the global pandemic from March 2020 through to September 2021. .

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
01 March – 27 March 2020	April 2020 – May 2020	June 2020 – August 2020	September 2020 – July 2021	September 2021 onwards
<p>Crisis management of an evolving global pandemic.</p> <p>Preparing for Phase 2's multidisciplinary distance learning response</p> <p>Managing attendance and minimise the risk of transmission.</p> <p>Ensuring health and safety of staff and school compliance.</p> <p>Planning Phase 2 provision and staffing levels for key workers.</p>	<p>Staffing ration to ensure compliant cover and quality provision for the families of Key Workers.</p> <p>Ensuring finance has the capacity to function payroll and the servicing of invoices and purchase orders.</p> <p>Early recruitment in key areas to secure high quality teaching staff .</p> <p>Consultation of stakeholders to inform Phase 3 actions – parents, staff and pupils.</p> <p>Offsite content creation for core curriculum and report writing.</p> <p>Establish likely pupil attendance for June and July.</p>	<p>Archive core curriculum</p> <p>Establish a recovery curriculum.</p> <p>Adjust school day to accelerate progress, improve core skills and develop resilient children.</p> <p>*Phased return to school for pupil in Y1 and Y6. (08 June)</p> <p>*Phased return to school for N and R and re-opening of school N, R, Y1 &amp; Y6. (15 June).</p> <p>Begin implementation of current strategic plan.</p> <p>Roll out of revised distance learning platforms and content. Requires training and tutorials for parents, pupils and staff.</p>	<p>Maximise the learning time available to ensure core skills, knowledge and understanding are in place.</p> <p>Continue to provide a combination of school and online based learning.</p> <p>Expand the use of Google Classroom across the school and video conferencing via Zoom/Loom.</p> <p>Full implementation of the strategic plan, the plan becomes a regular feature of all meetings.</p> <p>Tracking of gaps in learning and explore effective and meaningful ways in which this can be communicated to parents.</p> <p>Stockpiling of resources to support a second wave of the pandemic (completed by the end of autumn 1).</p>	<p>Re-evaluate curriculum in light of school profile.</p> <p>Transition towards core curriculum and potentially enhance with the most effective elements of the recovery curriculum.</p> <p>Ensure that the school remains aligned with any new inspection frameworks/DfE guidance.</p>

\*15 pupils in a class is **maximum capacity** for any class.



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## Attendance and Pupil Numbers

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One of the biggest challenges Ryefield will face will be around ensuring pupils attend schools and the ensuing practicalities around enforcing social distancing following an increase of pupil numbers. At the time of writing, I have asked the local authority on their stance over persistent absence and parent's refusing to send their children to school. The Participation Team does not have a position on this and at a recent governmental briefing, a minister implied that parents would not be either compelled, or fined to confirm with a return to school order. This may change over time but parental concern over social distancing and increasing the r-number will be the likeliest reason for keeping their child at home. Government guidance<sup>1</sup> on social distancing is as follows:

### ***How to implement social distancing***

*To help ensure that the risk of virus spread for both staff and children is as low as possible, education and childcare settings that remain open should:*

- *tell children, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (COVID-19)*
- *consider how children arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport*
- *ensure class sizes reflect the numbers of teaching staff available and are kept as small as possible*
- *stagger lunchtimes, break times, and the movement of pupils around the school, to reduce large groups of children gathering*
- *discourage parents from gathering at school gates*
- *try to follow the social distancing guidelines*

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<sup>1</sup> As of 07/04/2020

*Social distancing within education and childcare settings with very young children will be harder to maintain. Staff should implement the above measures as far as they are able, whilst ensuring children are kept safe and well cared for within their settings.*

***We are asking you to:***

- *think about how the above can be implemented in your education or childcare setting*
- *make sure anyone who is feeling ill stays at home (for residential special schools and colleges, this means self-isolating as a school or college 'household' if a resident is ill). See the [guidance on isolation for residential educational settings](#)*
- *ensure all staff and children:*
  - *wash their hands with soap and water for 20 seconds frequently*
  - *are encouraged not to touch their faces*
  - *use a tissue or elbow to cough or sneeze and use bins for tissue waste*
- *ensure help is available for children and young people who have trouble washing their hands*
- *inform parents and communities about the measures that you are taking and get their help to implement them, including ensuring they have seen the [parent Q&A](#)*
- *engage parents and children in education resources such as [e-bug](#) and [PHE schools resources](#)*
- *increase cleaning of surfaces in classrooms, including desks and handles, and within toilet blocks and changing rooms, adhering to [guidance on the cleaning of non-healthcare settings](#)*
- *for children and young people with an EHC plan, work with the local authority as well as with parents to decide how best to continue supporting these children and young people to stay healthy*

Despite the guidance – which may well be revised to enable schools to reopen – many questions remain. How do we fit all of the children into the classroom? How do you allow them access to food, toilets, breaks? How do you organize the transitions and routines which permeate the school day? How do we ensure pupils being kept off school receive a congruent learning experience? Is the school building fit for

this new purpose? What is the age of pupils returning to school? How are children and staff getting to school? How do you clean everything? How do you keep everyone safe?

Any potential solution is likely to be context-dependent and unlikely to be simple and easy to reach.

Suggested actions include:

Consideration for Attendance and Pupil Numbers:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
<p><b>Reducing the timetable</b> It is highly likely that schools will not be expected to reopen as per normal. The government may well dictate which year groups are expected to return to school; they may also give schools the autonomy to decide for themselves.</p> <p>Whilst some year groups will present particular issues (EYFS and KS1 in particular) it is likely that the school routines, staffing levels, room location, and curriculum breadth will all be impacted.</p>	<p>Reducing the number of children in school at any one time. <b>Consideration must be given to families with siblings to ensure they are not split between sessions.</b></p>	<p>ELT Admin</p>	<p>None – what will happen if this extends to census dates?</p>	<p>75% of those pupils eligible to attend school take up the provision.</p> <p>Current percentage: 2.8%</p>
	<p>Half days or Half weeks.</p>	<p>SLT</p>		
	<p>Staggering the start and end times to reduce crowding and traffic/footfall.</p>	<p>SLT</p>		
	<p>Ensure that children of key workers will still have access to the site, as per original guidance: Mon-Fri.</p>	<p>SLT</p>	<p>Allocation of staff</p>	<p>100% provision for Key Workers.</p>
<p><b>Transitions</b> <b>June/July return</b></p> <p><b>If we are to return in the Summer term it will allow us to carry out more ‘normal’ transitions and</b></p>	<p>June/July – this time will be spent focusing on wellbeing, safeguarding, routines, reassuring children, and transition.</p>	<p>ELT - STRAT Teaching Staff</p>	<p>Directed task</p>	<p>Transition has been implemented either virtually or in tranches.</p>

Consideration for Attendance and Pupil Numbers:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
<p><b>prepare the children for the next part of their education.</b></p> <p><b>September return</b></p> <p>If we are not back until September, there will be particular issues with children who are transitioning from one school to another.</p> <p>Year 6</p> <p>Normally, we spend much of the second half of the summer term preparing children for their moves from primary to secondary, etc. But potentially there will be many children who have left a school without a chance to say 'goodbye'.</p> <p>Years 2/3</p> <p>The children who are moving building and teacher but staying with us will have missed out on their visits, activities we had prepared and some will be very nervous about not just coming back to school but also having a new teacher and classroom.</p> <p>Year R</p> <p>Children will not have had their</p>	<p>It will be essential to mark this transition.</p> <p>Options for Year 6 could be:</p> <ul style="list-style-type: none"> <li>invite children back to have closure, say goodbye, and mark the transition. Remember that this should include any staff who are leaving and children making transitions at non-standard times.</li> <li>We will work with the Secondary schools and LA to see if children can return to primary for the first 2/3 weeks of September to have closure and transition arrangements.</li> <li>Explore opportunities to mark transitions and end of year milestones/traditions, e.g. production, leaver's photograph etc. .</li> </ul>	<p>SLT</p> <p>Year Groups</p> <p>Admin</p>		<p>Transition has been implemented either virtually or in tranches.</p>
	<p>Years 2/3:</p> <ul style="list-style-type: none"> <li>Start the year with all classes back in their previous setting and work on settling the children back to school, focus on disclosures, preparing for transition, and creating the safe and happy environment they once had before moving on. This could last for up to half a term.</li> <li></li> </ul>	<p>Year teams</p>		<p>Transition has been implemented either virtually or in tranches.</p>

Consideration for Attendance and Pupil Numbers:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
<p>transition visit and have no idea what to expect except they will know that children were not allowed in school due to sickness. This may cause more anxiety than previously.</p> <p><b>Nursery</b></p>	<p>Year R</p> <ul style="list-style-type: none"> <li>As with years 2/3, allow them to have transition (visit) days over the first few weeks and hold parent meetings as though it was July. This will also give parents time to buy all the necessary items such as uniforms and book bags etc.</li> <li>Transition meetings with nursery/pre-school to be held in July online.</li> <li>The children will now need a staggered start to support all the other year groups.</li> </ul> <p>Consider ways in which a social story – or video journal can be created to enable Nursery pupils to familiarize themselves with the EYFS build.</p>	EYFS team		Transition has been implemented either virtually or in tranches.
Provide a consistent transition experience for pupils who attend school and those whose parents choose to withdraw from school.	<p>Virtual transition guide/social story to be created.</p> <p>Content for guide to be frames by discussions with SEND families on their preferred content.</p>	CHayward	-	In place on the school's social media platforms by 10/07/2020
<p><b>Pupil Absence</b></p> <p>There will likely continue to be prolonged periods of pupil absence across the school. They will probably fall into two camps:</p> <ul style="list-style-type: none"> <li>Shielding for health reasons</li> <li>Parental concern and anxiety</li> </ul> <p>The school will need to continue with existing actions such as daily attendance checks however to reduce</p>	<ul style="list-style-type: none"> <li>Working with Cab companies to establish protocols for DA pupils who are transported into school.</li> <li>Ensure that work and welfare checks are made with pupils who are shielding for health reasons.</li> <li>Continue to pursue pupil absence (once year groups are phased in) as per normal guidance and work with families to allay fears and anxieties.</li> </ul>	DPerry CTucker	Potential saving if our approved mini-cabs firm is not providing its contracted service.	Dependent on the availability of service.

<b>Consideration for Attendance and Pupil Numbers:</b>	<b>Potential Actions:</b>	<b>By whom?</b>	<b>Potential Cost?</b>	<b>OKR Measurable</b>
absenteeism it may be worthwhile considering the following actions.				
<p><b>Uniform</b> Most children will have grown over the time that they have been out of school and so their uniforms may not fit. Particularly if we go back to school on short notice, many parents will struggle to get a new uniform for their children.</p> <p>This may be exacerbated by financial issues faced by parents without work and issues related to production, import, and sale of non-essential goods. Furthermore families with little uniform may be reluctant to wash and clean it for the next day: increasing the risk of transmission. So, schools will need to consider the relaxation of their uniform codes. Children will need to be welcomed back into school, not penalised for not having the right uniform.</p>	<p>In order to ensure that pupil's minimise the risk of transmission they will need to ensure that they wear a clean set of clothes to school each day. For that reason we do not expect the children to wear school uniform.</p> <p>We will not permit any open toed footwear.</p>	<p>AHill - WMurray : DA issues</p>	<p>If required parents and children can access lost property.</p>	<p>-</p>

<b>Consideration for Attendance and Pupil Numbers:</b>	<b>Potential Actions:</b>	<b>By whom?</b>	<b>Potential Cost?</b>	<b>OKR Measurable</b>
<p>Establish level of take up of school places</p> <p>Tailor Phase 3 opening according to parental wishes expressed in the consultation document.</p>	<p>Google Form to canvas take up of</p> <ul style="list-style-type: none"> <li>• Key Worker Provision</li> <li>• Parental intention for 1 June</li> </ul> <p>SEND families surveyed to establish their concerns and questions over transition.</p>	<p>CTucker DPerry</p> <p>CHayward</p>	<p>-</p>	<p>In place by 22/05/2020</p> <p>By 15/06/2020</p>



## Communication

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Society finds itself in the grip of a global pandemic, currently, everyone's attention is focused on the daily government briefings. However, as lockdown eases communities will start to look towards other outlets for information and guidance on how to return to the 'new normal'. For families with young children, schools will play a key role in reassuring parents and outlining the expectations of not only learning but also how they are minimising the risks to children and staff.

Rumour, speculation, and bad news have the potential to circulate quickly, with social media distorting and exaggerating the truth. The school must be consistent in its lines of communication, especially during a crisis. The school will ensure that communications are managed effectively to ensure no misleading impressions have been given and to reassure families that there are plans in place to deal with the situation effectively.

It is essential that communications clearly state the issues at hand, outline how the school is resolving it, and recognise the impact that this may have on stakeholders and the wider community. It is vital that internal and external communications are coherent and consistent.

Leaders must also be mindful that employees need to be kept fully informed about the school's response to the current crisis and its impact on them as well as the broader implications. Poor or ambiguous communication will also lead to rumour and speculation, possibly undermining the core message and create unrest or anxiety.

Children – especially the very young – will also find it difficult to comprehend the seismic changes that society has recently adapted to. They may find the changes to routine confusing and unsettling, furthermore, their level of anxiety may be dependent upon how the UK's Covid-19 response has been explained to them by their parents. Children's concerns will likely present themselves on a continuum from low levels of anxiety through to highly vigilant. When talking to children it is vital that the school provides a consistent message, aims to answer their questions openly, helping them to understand their place in the world and how they can make the most of their time at school and home. Staff must ensure that, when speaking to children, they do not heighten any children's concerns.

Honest and open communication –even when the outcomes are uncertain – is essential in maintaining trust.

**The school's core message communicates that Ryefield is implementing a recovery curriculum to accelerate progress, improve core skills, and develop resilient pupils.**

Consideration for Communication	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
Welfare Checks	Allocated staff to make the Welfare Checks to our vulnerable pupils. Updated list inc. CiN, CP, SEND (EHCP & SEMH), TLC Board. Spreadsheet created to record conversations with weekly tabs.	CClements CHayward	-	Updated List and Spreadsheet ready for 01/06/2020
Risk Assessments	All relevant risk assessments to be updated with particular reference to Covid-19 (see site security and GOV.UK's guidance.	LHughes BHughes	-	In place and ready to be shared on 29/06/2020
Briefings	Daily 08:20 briefings to continue as per arrangements prior to lockdown.  Hold in the hall to ensure social distancing.	CTucker EStrong	-	From 01/06/2020
Assemblies	SEMH and PSHCE themes need to be communicated to pupils in three tranches. Infant School Lower School Upper School Video/Livestream class assemblies – require new permission slips.	CTucker EStrong  CTucker Admin	-	From week beginning 01/06/2020
Child speak response to the current situation.	<a href="https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/03/cco-childrens-guide-to-coronavirus.pdf">https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/03/cco-childrens-guide-to-coronavirus.pdf</a>  <u>Shared and read by staff</u>	All Staff	-	Read by 01/06/2020
Band – sub-group communication that does not intrude on Social Media platforms.	The communication platform has been well received. Keep existing Bands and create new ones to reflect the groups for Phase 3.	CTucker	-	In place by 01/06/2020.

Consideration for Communication	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
Reporting to parents	Slimmed down reporting template was already in place and will report on where we feel child would be had they continued on their learning trajectory <b>prior</b> to lockdown.	Teachers	-	Reports ready to go out via email on 10/07/2020
Newsletter	To continue in its current form and be supplemented via MoTV. Newsletter to include a table summarising other information which has been sent out via email or text.	Admin CTucker	-	From week beginning 01/06/2020
Communicating infection	As per governmental guidance, parents to be informed of outbreak in particular classes and quarantined as required.	SLT Admin Welfare	-	From 01/06/2020

## Curriculum Design and Planning

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Much work has been done over the past year or so on developing a broad and balanced core curriculum. However to adequately respond to the disruption in learning caused by the global pandemic the school must be bold and accept that the curriculum needs to change, at least in the short term.

A recovery curriculum needs to be established to compensate for the lack of school-based learning that will have taken place during the lockdown (some pupils may have missed nearly two terms of learning).

Ryefield needs to respond to what the pupils have retained and learned, not what they have been given to learn. Learning at home is very different from learning at school and teaching staff will have to realign pupil expectations for learning.

The recovery curriculum plan which needs to be put in place and incorporate aspects of core skills (Reading, Writing, SPAG, and Mathematics) and Social, Emotional & Mental Health (SEMH), although some children/year groups may need this more than others. An integral part of the curriculum plan will be establishing where the children are and what they need to know. Ideally, this should be done as informally as possible, although the school will require a baseline and analysis of the gap.

The recovery curriculum will focus on 5 levers and the aim is to provide children with the skills, knowledge and resilience to overcome this seismic disruption to their education. We anticipate that this Recovery Curriculum - and a restructured school day - will operate for the next 18 months.

The 5 levers for recovery are as follows:

**Relationships** – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

**Community** – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

**Transparent Curriculum** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

**Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

**Space** – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

Allowances also need to be made for the differences between those who have fully engaged with the array of learning provided by the school and those who have not. Furthermore, the school also needs to consider providing content, which is congruent with school-based learning, for those families who refuse to send their child to school.

When planning the cycle of content, delivery schools need to ensure that they consider that not all children may return to school immediately, or via a phased return which will restrict their access to school-based provision. Future actions are dependent upon the level of autonomy granted to schools by the government.

Nevertheless, a core curriculum must be established as it will form the platform for all future learning. The recovery curriculum will be fluid in its design, assessment-driven, and delivered by teachers who possess the mind-frame and moral purpose that they are lead agents in pupil change who believe all children can improve.

Consideration for Curriculum Design and Planning :	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
Core Curriculum	Planning, Knowledge Organisers and quizzes need to be downloaded onto the network. The planning needs to be checked for QA, coverage and any terms missing need to be identified on a checklist.	JWoodbridge WMurray	-	Autumn 2020 planning in place and ready by July, Spring planning in place and ready by October, Summer planning and in place by March.
Recovery Curriculum	This will – initially - be fluid in its response to pupils. Extended sessions will allow for deeper dives into subjects and afternoon sessions will afford gaps to be addressed by stage not age. Rationale to be shared with staff and families. Wellbeing to build in MoT.	SLT	-	In place by 01/06/2020
Baseline and Assessment	Hierarchy of skills and knowledge to be established in Literacy and Mathematics KPIs, PiXL, Testbase, Phonics Check and bespoke quizzes  Deadline for initial assessments may be hampered by a low pupil turnout so this may need revisiting in the autumn term.	EStrong WMurray	-	Ongoing – pupil and cohort profile established by the end of September 2020.  DA pupil passports updated.
Structure of teaching day	Two morning sessions either side of break, Lunch in classrooms (cold) No afternoon breaks across KS1 and KS2 – opportunities to run stage by age intervention in the pm.  Reduced school timetable for Phase 3 (see Teaching and Learning).	SLT ELT	-	In place by 01/06/2020
Resources to support offsite learning	Offsite learning must be meaningful and consolidate the learning occurring in the classroom. Education City to continue, with the addition of narrated PowerPoints in Literacy and Numeracy (one per subject, per week) and associated worksheets to be made available via	SLT ELT WMurray lead	Copying – in budget.	Ready for 15/06/2020

Consideration for Curriculum Design and Planning :	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
	Google Classroom.			
Content creators – generated by shielding staff.	Delegate some core content creation to key personnel who are off site and shielding due to health concerns. This will lighten the load for teachers who are at school delivering an interim recovery curriculum. KH and HG to create content for core and support EYFS learning at home. ST to create webeing powerpoints to support MoT and wellbeing theme of the week: age appropriate and for EYFS, KS1 and KS2.	Off-site staff.	Using platforms the school already subscribes to.	Content in place and ready for use by 01/07/2020
Safeguarding – aspects of safe online behaviour and P2P cyber bullying or abuse.	See Safeguarding section	-	-	-
Physical Education and Social Distancing	Activities to be deferred until a risk assessment has been undertaken.  <a href="https://www.afpe.org.uk/physical-education/afpe-launch-new-support-document-covid-19-interpreting-the-government-guidance-in-a-pesspa-context/">https://www.afpe.org.uk/physical-education/afpe-launch-new-support-document-covid-19-interpreting-the-government-guidance-in-a-pesspa-context/</a>	CTucker	-	In place by 08/06/2020



## Expectations

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We are aware that different people will have had very different experiences during the lockdown. Some will have been in school throughout, though for them the school will have been a very different place. The majority of children will have been at home and each of them will have had their own experience. It will take time to re-establish and re-learn the expectations of school behaviour and learning. We know that much of learning is based on practice and we will all be out of practice with this.

The key here is re-establishing behaviour expectations, how we speak to each other, how we treat each other, and our attitude to being in school. The learning will happen when this is all established. Daily talks with the class by the Headteacher to remind them all is well, creating a safe environment, reminding them they are loved and cared for. With this they are reminded of respect for each other, love for each other, and what that looks like again, thus re-creating the ethos and culture we had. This will move on to attitude to learning.

The key to all of this is going to be re-building relationships. We need to be aware that this will not happen overnight. We need to give ourselves time and be kind. We will also need to address that many children have just spent months in only the company of their parent/s and will struggle to separate for a while. They have not played with friends or had to compromise. This may cause tension as friends play games with rules.

Ensure all playing is supervised and scaffolded, at every opportunity reminding children how we play together, compromise, share, and work together just as we did before. Always taking time to remind the children how we do things at Ryefield and the creed will be central to helping them to regain that identity and the culture and ethos that comes with it.

Rewards will need to be used all the time to positively promote the characteristics we seek to see. Some children will have reverted to more childish behaviour and we ask that staff are patient with this and remind the children how we speak at school without reprimand.

Consideration for Expectations	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
Behaviour expectations	Staff to consistently apply the school behaviour policy – and be aware that the behaviour may well be feedback for an underlying concern/disclosure.	All staff	-	Half termly behavioural rates in line with avg.
Sharing of timetable between home and school	Once the government has established the arrangements around reopening schools have been shared, the school to share the revised timetable, staffing rotas, and subjects taught to be sent out in advance.	SLT	-	Timetable sent out in advance of opening.
Ensure the creed is at the heart of SEMH sessions. Children can look at working towards achieving their Moments of Triumph	Teachers to use MoT as a fluid planning point for the SEMH sessions. This will ensure vision and values are communicated regularly and key emotional traits are supported.	Teaching Staff	-	MoT achieved by 50% of pupils.
Support home learners with a deeper understanding of school expectations.	Narrated PowerPoints provide teacher-led instruction for sessions to home learning.	Teaching Staff	-	Resources ready for each year group on a week by week basis.
Hygiene expectations	Ensure the government guidance and associated risk assessments are shared to all by the start of June. Ensure guidance defines ‘hot’ and ‘cold’ zones. Establish the protocol for triage of first aid in each school department.	Bhughes Admin Welfare	-	Children are not overwhelming and contaminating the Medical Room.

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## Finances

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Whilst the core budget for the school has already been established for the remainder of this academic year and the next, it is likely that the government will – at some point – look to recoup some of the financial impact Covid-19 has wrought upon the UK (and global) economy. Schools have incurred some level of unexpected costs, in part due to the short level of notice given by the government. These include resourcing the provision for key workers, ensuring exercise books were available for all students to use at home, re-stocking cleaning consumables to ensure that the school could maintain an acceptable level of hygiene, and committing to honour the salaried hours of long-term supply staff.

On 7 April 2020, the government published some initial guidance about how schools could be reimbursed and how the scheme would work. Ryefield (via the NAHT) is now seeking urgent clarification with regards to the specific details of the scheme including (but not limited to):

- What is meant by the term ‘reserves’
- Whether the cost of term-time only staff working in the Easter holidays will be covered by the scheme
- Implications for schools using their voucher scheme.

The school has not yet felt the need to explore the use of the Corona Virus Job Retention Scheme (CJRS) for specific roles that are not funded by the government: wrap-around care and catering. The government has provided updated guidance on whether mainstream state-funded schools can use the CJRS.

In that guidance, it states the following: “We do not, in general, expect schools to furlough staff. However, we understand that, in some instances, schools may have a separate private income stream (for example, catering, sports facilities lettings, or boarding provision funded by parents in state boarding schools).

Where this income has either stopped or been reduced and there is staff that are typically paid from those private income streams, it may be appropriate to furlough staff. Schools should first seek to make the necessary savings from their existing budget or consider options to redeploy these staff before furloughing

them. Only after all other potential options have been fully considered should schools furlough those members of staff and seek support through the Coronavirus Job Retention Scheme.” It then sets out a set of conditions that need to be met.

Depending on how a school’s breakfast and after school club is funded, it could be that schools can use the CJRS. The NAHT advises that each school determines whether its circumstances meet the conditions set out for access to the CJRS, and the school’s responsibilities to staff for roles where ‘furloughing’ may be in scope. Schools should take independent advice where required.

### **What about payments to suppliers?**

Wherever possible, schools should continue to ensure that suppliers are paid as normal. The school continues to work with the VLT finance team to ensure invoices; BACS payments and payroll can all be processed in a timely manner.

### **What are the unknown risks?**

The government launched – and are underwriting – an online voucher scheme for families in receipt of free school meals (FSM). Edenred’s operation of the scheme has been an utter shambles and, much to our frustration is out of our hands. Given that schools have already received an allocation for FSM it would not be unexpected if the government tried to claw some of this money back from schools. Future budgets need to consider this.

The government’s position will likely be that schools that possess a reserve of funds will be expected to use them as a means to buffer the financial impact of the Covid-19 lockdown. Ryefield sits on a healthy reserve and the time has come for it to be used to ensure that its mission, vision, values, and objectives are not impeded.

Consideration for Finances	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
Corona Virus Job Retention Scheme (CJRS)?	Meet the cost of breakfast/after school club staff, and/or catering staff salaries through the existing budget. Consider long term implications of lockdown and the use of furlough.	VLT GB CT BHughes	Currently accounted for in the existing budget. Implications for 20/21	Pending 20/21 provision.
Payments to suppliers	Continue to work with the VLT finance team to ensure that suppliers are paid on time and via BACs.	VLT BHughes SLT	Budgeted cost.	All suppliers paid on time.
Consider the costing of packed lunches.	<p>GB considered elevating the cost of lunches. Given that Ryefield will be only be providing packed lunches – which cost less than cooked food – it seems sensible to keep the cost at £2.00 per meal.</p> <p>The school needs to ensure that school meals are used as it has to cover the staffing costs for the catering team.</p>	GB Bhughes CTucker	In budget – but take up will need monitoring to ensure the income matches running costs	Cost neutral
Unbudgeted costs that have arisen as a result of the school's response to the Covid-19 pandemic.	<p>Currently likely to include pupil packs needed for DA essentials, although can be offset via PP.</p> <p>Additional stock needed to minimise the risk of transmission via stationary amongst young pupils.</p>	ELT Admin	£750	Zip lock packs ready for EYFS and KS1 by 01/06/2020.

## Parental Anxiety

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The majority of parents acknowledge that schools deal with infectious diseases all the time, they are aware that there already exists a raft of sensible precautions like promptly removing children that show symptoms are already in place. However, the evidence people can be asymptomatic carriers in the early stages of infection means there is a need for some pragmatism - monitoring of pupils, quarantining pupils who present with Covid-19 symptoms and the reinforcement of good personal hygiene amongst children and a thorough cleaning regime are vital in ensuring that parental confidence remains high.

Many parents are concerned that their children will contract the disease and are unwilling to return their children to school until assurances are made by the school that their child will not contract Covid-19. It goes without saying that such an assurance is impossible to make – either as a school or as a parent. However, there is much the school can do to mitigate these concerns and many of these points will be detailed across this plan.

PPE has been referred to as a means of minimising transmission; however, the school has concerns that PPE can – over a period of time - be compromised, becoming a breeding ground for the virus and posing a greater risk of transmission. Ryefield will allocate PPE to pupils and staff who are working in a ‘hot zone’ (where it is believed Covid-19 may be present): the holding pod. All other areas will be designated ‘cold zones’ and the use of PPE is not required. This approach is consistent with that of the NHS and we will continue to be guided by Public Health England. The school is also mindful that there is a global shortage of adequate PPE and cannot verify the effectiveness and cleanliness of every pupil’s piece of equipment. We are also mindful that Ryefield would be taking equipment away from the NHS.

Parents also express concerns over gaps in learning; Ryefield will adjust its provision to ensure that home learning will run parallel to and consolidate the work that has been delivered in school.

A minority of parents have expressed the opinion that they will home-school if the government/school cannot guarantee viral immunity or a vaccine is not discovered. These remain outside the school's control; through effective communication and adhering to recommended hygiene practices and applying practical social distancing guidance, the school hopes that parental confidence would be restored and children would be sent to school.

Consideration for Parental Anxiety:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
Hygiene – to ally parents’ concerns over increased risk of transmission due to elevated pupil numbers.	<p>A regular hand washing regime instilled in the pupils.</p> <p>Free availability of soap and hand wash</p> <p>Hand sanitiser placed at key points around the school – identified via the level of footfall.</p> <p>Changes to catering and lunches</p> <p>Personal pupil equipment – individual pencil cases and non-sharing of stock.</p>	All staff	<p>Consumables – procurement made by the Trust.</p> <p>Yet to be clarified on cross charging or coming from central funds.</p>	<p>Monitor rates and hot spots of pupil illness.</p> <p><i>Schools have the capacity to enforce year group closures if C-19 surges through classes/year groups.</i></p>
Social Distancing	<p>Signage and systems to ensure social distancing</p> <p>Measures put in place across the school to include altered timetables, use of additional rooms to reduce class sizes, portioning the school and staff into phases, teaching methods adjusted to suit.</p>			
Communication	<p>Regular information sharing – done consistently on all platforms. Newsletter to ensure that it summarises all information that went out via email/text to ensure no parent is missed.</p> <p>Celebrate as well as inform – continue with MoTV and shift towards aligning the videos to children’s work?</p> <p>Video conferencing with the Headteacher via Zoom.</p> <p>Live streaming of pupil assemblies/record and post online</p>	CT Admin SLT		<p>Newsletter weekly MoTV max wait is fortnightly</p> <p>Virtual tours and Q&amp;A in place for July.</p>
Home/School Learning	<p>Move towards Phase 3 of learning – close alignment of work. Runs parallel to school work and consolidates key skills, with teacher narration to support parents.</p> <p>Training need with Google Classroom – parents and</p>	Teachers	Allocated time	By the end of Week 100% of year groups receiving Phase 3 content.



Consideration for Parental Anxiety:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
	teachers. WAGOLL's to be provided to support home assessment and if the child attends school then they will receive feedback, if the child remains at home feedback is required at the point of learning via adult at home and WAGOLL to reference.			
Alleviate parental concern over the level of C-19 within the school.	<p>Follow governmental guidance if outbreak occurs in specific classes.</p> <p>Transparent and consistent reporting/communication to parents.</p>	GB	Impact on pupil attendance.	Parental feedback.

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## Routines

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For many, the re-establishment of routines will be difficult. This will not just be for school routines; it will also be for those basic daily life routines, such as sleep and getting up. We know that this is difficult and a source of anxiety at the beginning of every term, but this will be on a larger scale. We will need to allow a period of adjustment and be aware of the impact of trying to re-establish these routines for staff, parents, and children. We will need to re-learn the rhythm of the school.

It is important for the transition back to school to involve a routine being put in place swiftly as children prefer routine and it gives them a sense of comfort. However, some families may struggle and the school needs to acknowledge this and offer help where needed.

Children will be very tired (as will staff) by afternoon and so the timetable will need to account for this and organise for more open activities.

Children will have been eating at very odd times and maybe hungrier than normal– we can explore the possibility of providing additional snacks for a morning break in KS2 as we do in KS1 until their eating patterns return to normal.

Consideration for Routines	Potential Actions:	By whom?	Potential Cost?	OKR Measurable													
<p>Revised timetable to accelerate progress, improve core skills and develop resilient pupils.</p>	<p>Key Stage 1 – no afternoon break to extend learning time.</p> <table border="1" data-bbox="625 318 1272 440"> <tr> <td>09:00 Phonics</td> <td>Session 1 till 10:30</td> <td>Break till 10:50</td> <td>Rote learning of number</td> <td>Session 2 till 12:00</td> </tr> </table> <p style="text-align: center;">LUNCH</p> <table border="1" data-bbox="625 467 1272 561"> <tr> <td>Session 3 till 14:10</td> <td>Session 4 till 15:10</td> <td>End of day</td> </tr> </table> <p>Key Stage 2 – no afternoon break to extend learning time.</p> <table border="1" data-bbox="625 623 1272 683"> <tr> <td>Literacy</td> <td>Numeracy</td> </tr> </table> <p style="text-align: center;">LUNCH</p> <table border="1" data-bbox="625 711 1272 805"> <tr> <td>Session 3</td> <td>Session 4</td> <td>End of day</td> </tr> </table> <p>If held, separate assemblies for</p> <ul style="list-style-type: none"> <li>· KS1</li> <li>· LKS2</li> <li>· UKS2</li> </ul> <p>No whole school gatherings.</p> <p>Afternoon sessions for stage rather age setting for Literacy and Numeracy, along with therapeutic work/art/topic/science.</p>	09:00 Phonics	Session 1 till 10:30	Break till 10:50	Rote learning of number	Session 2 till 12:00	Session 3 till 14:10	Session 4 till 15:10	End of day	Literacy	Numeracy	Session 3	Session 4	End of day	<p>SLT</p>	<p>-</p>	<p>Revised timetable established from 01/06/2020</p>
09:00 Phonics	Session 1 till 10:30	Break till 10:50	Rote learning of number	Session 2 till 12:00													
Session 3 till 14:10	Session 4 till 15:10	End of day															
Literacy	Numeracy																
Session 3	Session 4	End of day															
<p>Reporting to Parents</p>	<p>Revised end of year reports (already in place for 19/20) reduce workload and unnecessary box-ticking to focus on core skills and teacher estimates on where pupils would have they continued their learning trajectory before lockdown.</p> <p>Explore alternative methods of face to face meetings with parents via Zoom or a similar platform. .</p>	<p>SLT Teachers</p> <p>CTucker</p>		<p>Reports issued to parents by the penultimate week of school.</p>													

Consideration for Routines	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
Establish and reinforce the new routine for homework and submission deadlines.	<p>Phase 3: home learning to compliment the work being undertaken in school.</p> <p>Phase 4: maintain the use of online learning and consider the ways in which the school can provide additional content to support those children who may still be absent.</p>	SLT ELT	£2000	<p>Home learning in place.</p> <p>Establish % take up during Phase 2 and set that as baseline for success.</p>
Provide consistency of contact for the children of key workers – provision will fit in with their shift patterns.	Use google forms for parents to indicate the likelihood of them taking up the additional hours.	AHill DPerry		
Snacks for KS2 DA	Enquire whether the fruit for school scheme will be reinstated. If so additional healthy snacks for KS2 – as long as this does not prove to be a potential hot zone for transmission.	BHughes LHughes	TBC	Risk assessment on the viability of snacking in site in communal areas.
Wrap around care	<p>From 08 June Ryefield Rascals Breakfast club could re-open with limited numbers.</p> <p>Expression of interest needs to be sought by previous customers before opening.</p>	BHughes J Perry	<p>Already in budget for 19/20.</p> <p>Potential implications for 20/21</p>	Maximum capacity: 10 is used by parents for before school provision.
Extra-curricular activities and clubs	<p>Cancel all extra-curricular clubs with immediate effect.</p> <p>Review once guidance becomes clearer around the types of approved sporting activity and the risks around individuals moving from site to site, potentially spreading the virus.</p>	CTucker BHughes	Bookings have yet to go live so minimal financial impact.	From June 2020

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## Safeguarding

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Vigilance will need to be heightened. Children will have been out of sight for a long time and we know from governmental briefings and news reports that there has been a significant rise in domestic abuse, with children either being witness to, or on the receiving end. Furthermore, it is likely that children will have spent significantly more time online – further exposing them to the risks of online abuse, bullying, grooming, and exposure to unsuitable materials.

### **Domestic Abuse**

We will need to be vigilant about children who have experienced abuse during the lockdown. There has been a significant rise in domestic abuse during the lockdown. Many children will have suffered significant harm during this time. We need to be aware of this as a possibility for all our children, not just the ones we had identified as vulnerable.

### **Online abuse & Grooming**

Also, we need to be aware of the threats and possible abuse that children may have experienced online during this time. There are increased risks from adults and exposure to grooming, harmful images, and threats.

### **Online bullying**

Further, as the lockdown has forced more and more of children's social lives to move online, we need to be aware of the increased risk of online peer on peer abuse.

The first half term will be dedicated to creating a safe environment for all children and allow them many regular opportunities to talk about their experiences.

We will need to ensure that children have safe spaces to talk about their experiences during the lockdown. We will need to ensure that all children have access to trusted adults who will listen to them and are ready and trained to respond to them effectively. This will be 1:1, small group sessions, and the whole class.

All staff must receive a safeguarding briefing on how to respond to disclosures on return to school. We need to remember that it may take a long time for children to reveal any abuse. They may communicate it through behaviour and other indicators, rather than through disclosure. All staff need to be aware of this

and able to respond appropriately and immediately. We are not to assume poor behaviour is due to being back in school, it could be the child trying to communicate frustration.

Consideration for Safeguarding:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
Provide staff with a refresher of the DSL Level 2 refresher training  Create shadow SL roles via online Level 3 training	Share the materials for review for distance learning  Staff identified and training booked	CTucker  CTucker BHughes	-	<i>Shared online with electronic declaration that it has been read and understood by 01/06/2020</i>
Class-based, around age-appropriate learning around online safety.	Reinforce the importance of safe online practice via Education City and Code.org materials	Teachers	-	<i>Undertaken in June for inschool             Online materials to be curated for 01/06/2020</i>
Whole School delivery of the NSPCC Pants Safeguarding Unit	<a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</a> Provide children with the necessary information – age appropriate – around their body and CSE.	Teachers	Free resources	<i>Units to be delivered in school by end of summer term.</i>
An appropriate level of SRE education delivered	Puberty and Menstruation Human Reproduction	Y5 and Y6 Coram Life.	In budget and paid for	<i>Delivered in the autumn term via Coram Life.</i>

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## Site Safety

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Risk assessment will play a crucial role in the return to work process. Once a decision has been taken to return to work, it will be vital for Ryefield to carry out a thorough review of risk assessments to ensure that appropriate control measures are put in place to eliminate the risks associated with returning to work or, where that is not possible, to minimise them.

As well as minimising the risk of the workforce contracting Covid-19, employers will need to be mindful of the potential risks associated with working in new ways in order to implement social distancing rules, and with managing any absences among key supervisory staff due to self-isolation requirements.

Risk assessments and working practices should take account of the latest guidance from the UK government. They will need to be kept under close review to ensure that they are effective in practice and that they are responsive to the likely changes in law and guidance around which businesses can reopen, use of public transport and requirements around personal protective equipment (PPE) as restrictions are lifted or tightened again.

Good communication will be essential to ensuring that these measures are effective.

### **Specific employer health and safety duties**

Employers have specific legal duties which might be relevant to the return to work process, including:

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- management of health and safety including risk assessment, safe systems of work and providing information, instruction, supervision and training to employees;
- the provision and use of PPE;
- the safe use of equipment and machinery at work;
- management of the workplace, including cleanliness, ventilation, sufficient space, toilet and wash facilities and safe pedestrian routes;
- the use of chemicals and substances hazardous to health, and managing the risks posed by biological agents such as Covid-19.



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## RIDDOR reporting

### The guidance states that a report must only be made if:

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- an unintended incident at work has led to someone's possible or actual exposure to coronavirus.  
This must be reported as a dangerous occurrence; or
- a worker has been diagnosed as having Covid-19 and there is reasonable evidence that it was caused by exposure at work. This must be reported as a case of disease.

The examples given by the HSE in the guidance relate to workers who are directly in contact with the virus in a laboratory (for dangerous occurrence reporting) or in a healthcare setting (for disease reporting). It is therefore not envisaged that every case of Covid-19 in the workplace is reported, and detailed consideration must be given to the individual circumstances when they arise for a decision on whether to report to be made.

## Enforcement

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Where the HSE identifies employers which are not taking action to comply with the relevant law and guidance to control public health risks - for example, employers not taking appropriate action to socially distance, or to ensure workers in the 'shielded' category can follow NHS advice to self-isolate for the period specified - they will consider taking a range of actions to improve control of workplace risks. This ranges from the provision of advice to employers through to issuing enforcement notices to help secure compliance.

The police also have the power to enforce social distancing in the workplace in Scotland and Wales.

## Health and safety when working from home

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The return to work is likely to be on a phased basis. Those who can work from home may need to continue to do so for a period while others begin to return to the workplace.

Employers have the same health and safety responsibilities towards those working from home as for any other workers, and the HSE has issued [specific guidance on protecting home workers](#). In particular, employers should consider:

- how will you keep in touch?
- what work activity can be done from home and for how long?
- can this work be done safely?
- do you need to put control measures in place?

If workers are working at home on a long-term basis the risks associated with using display screen equipment must be controlled. This includes carrying out workplace assessments, although this is not necessary in temporary situations. The HSE has published a [workstation checklist](#) (10-page / 2.9MB PDF) which will assist with this. See our Out-Law analysis: [Display screen equipment: health and safety rules for lockdown](#).

#### *Mental health duties towards home workers*

It is important to keep in touch with lone workers at home and ensure regular contact to make sure they are healthy and safe. Lack of contact can affect stress levels and mental health, and it is important to put systems in place to recognise signs of stress as early as possible.

UK health and safety law requires employers to look after the mental health, as well as physical health, of employees.

The school should ensure that they have conducted an overall high level risk assessment or updated existing risk assessments and implemented reasonably practicable control measures in relation to managing mental health and wellbeing. This is particularly important for employees with new working arrangements, whether that be in the workplace or from home; but also those continuing with previous working arrangements, who may be at higher risk from catching Covid-19 or be impacted by the coronavirus in other ways; as well as employees that have been furloughed.

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Ryefield will need to take both:

- pro-active steps – including implementing or reviewing policies and procedures, keeping in contact with employees and signposting them to help and support that is available and making sure all staff are aware of the causes of stress (which could well be different in the current climate) and how to avoid them; and
- re-active steps – recognising the signs or responding when employees raise concerns or are demonstrating symptoms of poor mental health so that early interventions can be made and appropriate support provided.

If the school becomes aware that particular employees are struggling with their mental health it should conduct individual risk assessments, working with each employee. These should be monitored by the employer and updated as and when the need arises - for example, if the company becomes aware that the risk to the employee has increased or the control measures implemented aren't effective and need to be reviewed. All member of staff have been provided with the contact details for the Education Support Partnership, which is a free and confidential helpline available 24/7 to everyone working in education. Their phone number is 08000 562561.

Consideration for Site Safety	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
Limiting numbers:	<ul style="list-style-type: none"> <li>• social distancing will almost certainly restrict the number of people who can safely be in the workplace at any one time. Reassess the layout of work stations to implement physical distancing, and take a realistic view of how many workers can be accommodated;</li> <li>• where facilities are shared with other employers, coordinate your return to work procedures with what they are planning;</li> <li>• assess the risks around third parties entering the workplace, as there is a legal obligation to ensure their health and safety too;</li> <li>• where employees continue to work from home, continue to consider their needs in terms of display screen equipment and lone working.</li> </ul>	Lhughes BHughes	-	Risk Assessments available for staff and parents by the week of opening: 01/06/2020

Consideration for Site Safety	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
Information, instruction, supervision, and training	<ul style="list-style-type: none"> <li>• communicate clearly and early with employees on your plans to reopen and any new policies you wish to introduce. Consider providing guidance and establishing protocols on any workplace measures to be adopted;</li> <li>• early engagement with trade unions should help ensure understanding and cooperation, whether or not the employer recognises the trade union. Union engagement may be required where changes to working hours and other terms and conditions are needed. More generally, unions and staff representative bodies may help to communicate guidance to employees and provide a route for them to raise questions or concerns;</li> <li>• brief line managers and HR staff on company policy, using an FAQ guidance sheet. Ensure there is a consistent message to all employees on the process and company policy;</li> <li>• display HSE signage around the workplace to raise awareness of measures to prevent the spread of Covid-19.</li> </ul>	VLT LHughes BHughes CTucker SLT ELT	-	Risk Assessments available for staff and parents by the week of opening: 01/06/2020
PPE	<ul style="list-style-type: none"> <li>• keep up to date with the latest guidance on the use of PPE. Employees must be given the correct PPE and work equipment for their job if they are required to come into work;</li> <li>• employers should also ensure that they have adequate stocks of PPE, and may need to consider what other measures to put in place if the supply of PPE is disrupted.</li> </ul>	VLT LHughes BHughes CTucker	-	Risk Assessments available for staff and parents by the week of opening: 01/06/2020

Consideration for Site Safety	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
Cleaning	<ul style="list-style-type: none"> <li>put in place practical measures to support workplace cleanliness such as hand washing facilities, additional hand sanitiser stations, antibacterial wipes and appropriate signage, and check and re-stock these regularly;</li> <li>consider how access to communal areas such as toilets, coffee points, canteens, PE hall, games equipment and other staff facilities can be controlled. Increased cleaning will also be necessary.</li> </ul>	LHughes BHughes CTucker	-	Risk Assessments available for staff and parents by the week of opening: 01/06/2020
Travel	<ul style="list-style-type: none"> <li>consider working hours and arrangements, including ways to limit the number of staff commuting at peak travel hours or staggering start and end times to minimise the risk of infection - for example, creating two cohorts with half the department working from home and half in the office each day in order to balance operational efficiency with practical measures;</li> <li>continue to reduce or cancel non-essential business travel and encourage employees to conduct meetings via videoconferencing software. Where this is not possible, provide additional guidance on essential business travel and the expectations of the company in order to ensure employees have sufficient guidance;</li> <li>where employees and contractors are required to complete questionnaires on recent travel and health information, third parties should also complete these before entering the premises. Employers must ensure any questionnaires are compliant with data protection legislation.</li> </ul>	LHughes BHughes CTucker	-	Risk Assessments available for staff and parents by the week of opening: 01/06/2020

<b>Consideration for Site Safety</b>	<b>Potential Actions:</b>	<b>By whom?</b>	<b>Potential Cost?</b>	<b>OKR Measurable</b>
Members of staff who are working from home.	Risk assess return to work on an individual basis and based upon medical/scientific/governmental guidance.  Regular checks and communication to maintain a sense of connectedness and wellbeing for the staff who are working from home.	BHughes	-	Risk Assessments available for staff and parents by the week of opening: 01/06/2020

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## Staffing

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Depending on when schools re-open, staffing could be an issue. Some staff are shielding for 12 weeks which means they would be unavailable for a June start. If these are key staff in areas such as first aid or safeguarding, for example, this could cause compliance issues for the school. At the time of writing, this is not currently the case.

Staff anxiety, which will be discussed in the next section, will still be a factor, regardless of any reassurances prior to opening. Staff want to know that they are safe and the school (and Trust) will ensure that all appropriate steps have been taken. Some staff may refuse to come to attend school, in which case union and HR advice will be sought.

The school should try to implement a policy of rotating staff – if possible – to mitigate their exposure to potential sources of the virus would be prudent and go some way to allaying their concerns. It would be prudent to develop shadow roles for key areas to ensure statutory compliance can be maintained.



Consideration for Staffing:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
Adequate cover to ensure continuous provision, PPA entitlement and sickness/maternity absence	<p>Appoint an additional NQT to free up an existing member of staff to act as float teacher.</p> <p>K.i.T. days for maternity staff: CD, KD both contacted in July.</p>	CTucker	<p>M1 (plus on-costs)</p> <p>Less each of the previous two year's spend on maternity/agency cover.</p>	<i>Achieved – Miss Morgan Casey appointed as of 06/05/2020 for a Sept 2020 start.</i>
Rotation of staff and roles for those who are shielding.	Explore rotational model in light of parent/staff consultation, and government announcement (10/05/2020).	SLT	<p>Pending structure</p> <p>Currently in budget</p>	<i>Rota in place for the reopening of skills.</i>
<p>Return to work for members of staff who are shielding.</p> <p>Awaiting guidance from the government, as they may refine their position.</p>	<p>12 week date needs to be established.</p> <p>Single approach (as VLT is a single employer) will need to be taken with decisions made by the Trustees.</p>	MLecky VLT HR	<p>Currently all in existing budget.</p> <p>21/20 remains unknown although an additional member of staff has been recruited.</p>	<i>VLT position in place for the start of September 2020.</i>
Shadow roles for compliance areas	<p>Safeguarding: Level 3 training for CClements and SLansiquot</p> <p>First Aid (inc. EYFS): Cover rota for each department</p> <p>Food Hygiene: pending staff changes.</p>	CTucker Bhughes	£250	<i>Trained by the start of the Autumn team.</i>

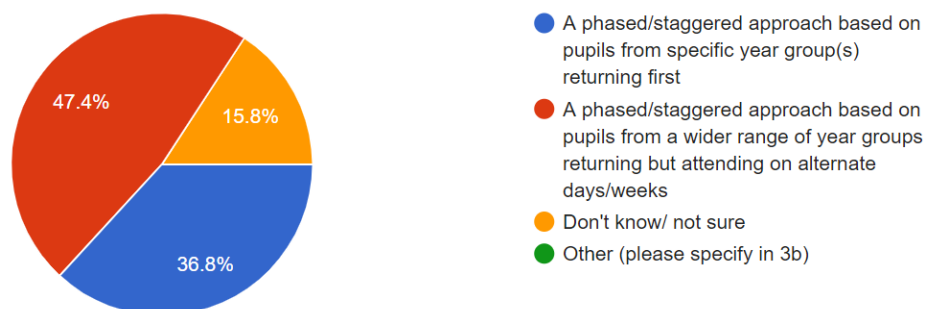
## Staff Anxiety

Staff are likely to be concerned over the mixed messages coming from the government: they have changed from “when it is **safe**” to “when it is **right**”. This is a big distinction and brings into question the sincerity and integrity of the government’s intentions. This places school leaders in a quandary, as they have the safety and wellbeing of their staff to consider whilst also being public servants who have a duty to the wider community. As challenging as it may be, leaders will have to trust the government’s advice and follow the guidance regarding schools reopening.

Staff will also fall into different categories (possibly more than one), from those that are shielding to those that have key workers at home, from those that have vulnerable family members to those who are looking forward to getting ‘back to normal’. Each category will have different concerns and leaders will – to the best of their ability – have to address these concerns. **Sharing of risk assessments before schools open is essential.**

3a) If a future return were to be phased/staggered to limit the number of pupils in school what, in your opinion, would be the best way to achieve this?

19 responses



It seems the majority of staff prefer a staggered approach that draws from across a range of years. This is in line with parental views, although it remains to be seen if the government holds a similar position.

As with parents, the main concerns of teaching staff are around hygiene and the transmission of the virus to their families. The school's existing hygiene measures and approach to social distancing will hopefully allay some of their fears; however, with rising pupil numbers schools may reach a point where it becomes unsustainable to run the site in three teams. This will mean increased contact with pupils and staff. Social distancing measures will go some way to mitigating the elevated risk.

Other issues for staff are ensuring that once children are back in school the gaps in their learning can be addressed as soon as possible. This is addressed under the heading Curriculum Development and Planning and remains a priority for the school that is central to its mission.

As school communities, we will need to support our staff, including those who have experienced loss and trauma. Some will have been in school without a real break throughout the crisis, while others may have been working exclusively from home. Others will not have been working at all. We need to allow ourselves time to rebuild and reform our school communities.

We need to consider particularly the stress Headteachers have faced and their need for support. Many have made difficult decisions and had to respond to a barrage of government guidance which often has been less than clear. This was not part of the M.Ed!

Data will not be accurate as some pupils may have only had one term of education for the academic 19/20. It will be from Easter break and children will be being assessed carefully over the Autumn term. The newest accurate data will not be available until the second half of the autumn term. Many children will not have moved forward in their learning and therefore it may take up to 18 months to recover.

Governors and leaders need to ensure that the new initiatives do not interfere with their core focus which will be on assessing children, supporting children and creating the correct healthy environment so that when children are ready to learn they will fly.

No members of staff have had any prior experience of a global pandemic and so are not well equipped to inform, advise, or manage the situation without some form of doubt. Governors must accept there will be some 'feeling our way' based on what we know about how children learn, how we know our families, and from DFE / Safeguarding/ Educational psychologist advice.

During the autumn term, the Governors will need to ensure all their communication with staff is relating to children's and adult's wellbeing as well as how the school is progressing towards accelerating progress, improving core skills and developing resilient pupils.

The return to school will undoubtedly offer the DSL and DDSL many new disclosures to deal with, stressed and emotional parents and this will take a lot of time as well as cause emotional upset for the staff.

Governors will need to nominate members to support the DSL/DDSL during this time so they can discuss what they are dealing with.



Consideration for Staff Anxiety:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
Member of staff shielding without medical certification	Capacity dependent: continue with current arrangements – alter in line with VLT, HR, and governmental guidance.	VLT SLT	Currently accounted for in the budget	To be determined after further government/HR guidance
New expectations on data, provisions, and support over accountability measures.	Trustees and Governors to recognise the unprecedented events that school staff have navigated. Interim reports/streamlined meetings to be established to ensure the appropriate level of focus and detail can be spent on narrowing the gaps in learning.	VLT LGB	Risk if not managed correctly: absence due to stress and anxiety.	Close monitoring of staff absence.  Non-Covid-19 absences % to be in line with previous terms data.
Bereavement, loss and grief	Adopt in principle RHS' Seasons of Growth to be implemented from September Guidance on talking to children around bereavement and loss to be provided to staff.	CTucker KAvery CHayward	-	In place for June  S4G group setup in mid September and the first group to have completed sessions by Christmas.

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## Staff Development

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There is likely to be a need for support with bereavement and other SEMH issues. Anticipating this need may require additional training for staff, or accessing additional services. Once schools are fully reopened, allowing time for some online training for key staff may prove beneficial.

Given the likely increase in safeguarding disclosures and referrals, it may be necessary to increase the number of staff trained in Safeguarding Level 3. Furthermore, prolonged staff absence may impede the school's ability to provide an adequate level of first aid, additional first aiders should also be explored.

As the school moves towards Phase 3 of its Home/School learning programme, teaching staff will need upskilling on their ability to use Google Classroom as a learning platform for Y1 and Y6. Furthermore narrated PowerPoint presentations (and associated sheets) will be needed to support the consolidation of skills at home, and provide guidance to families in the EYFS.

The school will continue to develop teachers' pedagogical knowledge, paying particular emphasis on Hattie's 10 Mindframes for Visible Learning (see Teaching and Learning ). Staff will also need to ensure that they receive regular refresher training on delivering the core skills, such as phonics, reading, writing genres/text types, and fluency in mathematics. Effective staff development will enable the school to fulfil its core and interim objectives.

<b>Core Objectives</b>	<b>Interim Objectives</b>
<ul style="list-style-type: none"><li>• To provide an overall superior service and good value for money</li><li>• To excel in anticipating and quickly responding to customer and societal needs</li><li>• To be a good neighbour, concerned for the community and environment</li></ul>	<ul style="list-style-type: none"><li>• To accelerate progress</li><li>• To improve core skills</li><li>• To develop resilient pupils.</li></ul>



Consideration for Staff Development:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
Bereavement Training	<p>Explore the existing level of cover: Seasons for Growth.</p> <p>Look at online training that can assist staff to support pupils/peers.</p> <p>Identify staff to be trained.</p>	CHayward	£500	<p><i>Staff identified by end of the term.</i></p> <p><i>Training in place (booked or completed by Oct half term).</i></p>
Additional Safeguarding Training	<p>Explore areas of the school that may benefit from additional staff who are L3 trained.</p> <p>Identify a reliable online provider</p>	CHayward	£300	As above
Phase 3 Learning	Enhance teachers' proficiency with Google Classroom and narrating PowerPoint.	WMurray	-	<i>By Week 4 all Year groups are using the appropriate platforms to consolidate school-based learning.</i>
Visible Learning	To support the rapid consolidation of skills and plugging of gaps, staff will receive CPD for establishing the correct mindset to ensure that pupil progress can be accelerated.	CTucker EStrong		<i>Training programme in place and established for the remainder of 19/20 and 20/21.</i>
Recovery Curriculum	Staff support and leads to aspects of the Recovery Curriculum.	SLT ELT		

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## Teaching and Learning

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Across the school, there will be a huge range in what learning children have engaged in while not in school. There will be children who have spent every day, including the holidays, engaged in formal learning activities, and completed every piece of work set by the school. Equally, there will be children who have not engaged in any focused learning activity for the entire time they were not in school. Most children will come somewhere in between. We will need to respond to what children have learnt, not what we expected them to have learnt. We will need to understand what children have learnt and what they have forgotten. Even more, those who have been a carer for a sick relative or dealt with grief for someone they couldn't see. This learning and possible trauma is not on the curriculum but will be key to who our children are.

Assessing learning: We will do this informally; to restart children's schooling with formal testing will mitigate any focus on re-building relationships and exacerbate the anxieties about restarting formal schooling. It will be more important to value and celebrate what children have learnt. The teachers will spend time allowing the children to 'show and tell' what they have been doing, what they have learned, and what their lives have been like over the lockdown. We can then assess them academically as well as socially and emotionally.

Key to this is celebration and recognition, which will be to remember that much of what children may have learnt will be very different from 'school learning' and certainly not on the curriculum. We will need to take time to find out and celebrate who has learnt a raft of new skills and increased their knowledge base in areas of interest.

Teachers' responses will be key to how children are able to reintegrate into school and the people that they will become. Their response has naturally evolved and changed as the pandemic developed and the school moved through its various phases:

**Phase 1: 01/03/2020 – 27/03/2020**

The teaching response was reactive as the pandemic had started to establish itself in the UK. The primary focus was on ensuring pupils who presented with the virus were sent home and quarantined for the appropriate amount of time. Parental anxiety increased and pupil numbers fell; this resulted in the decision to suspend the curriculum as too many children were absent from the delivery of new content. On the 24 March the government gave schools 48 hours notice to close. Thankfully the school had – in the preceding weeks – prepared for such a response and online/offline learning was available to all students.

**Phase 2: 28/03/2020 – 31/05/2020**

The school has pursued a multidisciplinary approach to supporting learning at home. New content is made available every Monday and the school has a variety of platforms to support pupils and sustain their interest. Physical resources were sent home and the school ensures that hard copies are available from the school office. All families have open access to these materials. Furthermore the school initiated and co-ordinated a borough-wide response to provide 5000 books to disadvantaged pupils across Hillingdon. The delivery of learning is out of Ryefield's hands and there remains swathes of variability between year groups and classes. To that end, the school has altered its provision and this will be introduced across Phases 3 and 4.

**Phase 3: 01/06/2020 – 31/08/2020**

The school's response to teaching and learning will initially be to phase children back into the routine of school. Pupil and staff safety, alongside parental confidence, are of paramount importance and the specified pupil number of 15 per class<sup>2</sup> – as specified by the government's own report -will guide the decision making of school leaders and the governing body. The government acknowledge that *educational settings have the flexibility to provide support and education to children and young people attending school in the way they see fit during this time.*<sup>3</sup>

**For the children of non-key worker families, the school will be open on Mondays, Tuesdays, Thursday and Fridays.** This enables the school site to receive a more thorough clean than normal and

<sup>2</sup> Coronavirus (COVID-19): implementing protective measures in an educational setting (p6)

<sup>3</sup> Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers (p6)

also enables the school to deliver other statutory obligations. Key worker families will have access to existing provision Monday – Fridays.

*Timeline for spaced return:*

Monday 08 June: Year 6 and Year 1 return to school.

Monday 15 June: Nursery and Reception return to school.

Government guidance supports this measured approach as it:

- limits the number of children going back to school and through gradually increasing the pupil numbers reduces the risk of increasing the rate of transmission<sup>4</sup>
- limits the amount of contact between different groups of children (such as smaller classes with children and staff spread out more)<sup>5</sup>

Phase 3 will also continue to provide wrap around provision for key workers.

Phase 3 Teaching and Learning will seek to implement many elements of the nurture curriculum, whilst also revisiting concepts previously taught in the autumn term. Home learning tasks will support and consolidate the learning delivered in school.

**Phase 4:** 01/09/2020 – 31/08/2020

The penultimate phase commences in the autumn term and will offer a different timetable to normal. The morning will reduce to two sessions: affording more time to teach the core skills of Literacy and Numeracy. Learning time will be maximised in the afternoon, short, focused accelerated learning sessions will take place across the school and will focus on ‘plugging gaps’. Pupils will be grouped according to stage of development, rather than chronological age, e.g.:

Upper Key Stage 2		Lower Key Stage 2		Key Stage 1		EYFS
Secure	Insecure	Secure	Insecure	Secure	Insecure	Specific Interventions

The accelerated learning focus will alternate on a weekly basis between whole school aspects of Literacy and Numeracy. The remainder of the afternoon will be set aside to focus on aspects of the recovery

<sup>4</sup> Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers (p 3)

<sup>5</sup> Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers (p 4)

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curriculum including: art, topic, science, SEMH/PSHE and PE (in line with government guidelines on social distancing and minimise peer to peer transmission).

**Phase 5:** 10/09/2021 and beyond

Will concern itself with re-evaluating the school's position in terms of pupil learning and outcomes. It may be necessary to re-evaluate the curriculum in light of the school's profile. Its current objective is to ensure there is a transition towards the core curriculum, although there will be scope to potentially enhance its delivery in light of any lessons learned from the past 18 months. The final stage will also ensure that the school remains aligned with any new inspection frameworks/DfE guidance.

Consideration for Teaching and Learning:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
<p>Consider to develop educational expertise that is best suited to respond to the pandemic and its impact upon teaching and learning.</p> <p>Hattie's mindframes, are founded on the principle that teachers are evaluators, change agents, learning experts, and seekers of feedback who are constantly engaged with dialogue and challenge. Through guiding staff through a series of practical tasks including questionnaires, scenarios, checklists, and exercises, they will show staff how to implement Hattie's mindframes to maximise success.</p>	<p>Impact</p> <p><b><u>I am an evaluator of my impact on student learning</u></b></p> <ul style="list-style-type: none"> <li>• Visible learning and 'Know thy impact' are at the core of this mindset.</li> <li>• It often means stopping teacher talk and taking the time to truly listen to the impact.</li> <li>• Students are the major beneficiaries.</li> <li>• Continual adjustments and refinement of what we do to maximise impact for each student.</li> <li>• Use of different types of evaluation throughout the learning process. Formative evaluation during learning BENEFITS both the teacher and the students as teachers are able to make adjustments and apply intervention strategies. Summative evaluation BENEFITS only the teacher as they examine their impact of student learning and growth.</li> </ul> <p><b><u>I see assessment as informing my impact and next steps</u></b></p> <ul style="list-style-type: none"> <li>• Student assessment not just important feedback for learners, but are even more useful to teachers as they work to examine whether the learning goals were achieved, content was understood, methods were appropriate and media helpful.</li> <li>• This mindframe is about evaluation of judgements made.</li> <li>• Time on task doesn't just mean busy learners but that they spend the majority of learning time working on tasks they have been assigned, feel challenged by to an appropriate degree and test</li> </ul>	<p>EStrong</p>	<p>£1000</p> <p>Books and time (£400)for peer support</p>	<p><i>CPD Programme in place</i></p> <p><i>Instructional leadership demonstrates that these aspects of T&amp;L are incorporated into classroom practise delivering outcomes that equate to &gt; one year of teaching.</i></p>

Consideration for Teaching and Learning:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
	<p>their limits.</p> <p><b><u>I collaborate with my peers and my students about my conceptions of progress and my impact</u></b></p> <ul style="list-style-type: none"> <li>• Educational expertise is a product of exchange and cooperation</li> <li>• important for developing a sense of community amongst individuals</li> <li>• It is the collaborative nature of learning and professional development that makes a true impact.</li> </ul>			
	<p>Change and Challenge</p> <p><b><u>I am a change agent and believe all students can improve</u></b></p> <ul style="list-style-type: none"> <li>• Learning has a lot to do with perspectives, particularly the perspective of the teacher, the parent and the learner themselves.</li> <li>• Successful learning requires targeted perspectives, and it is the responsibility of all those surrounding the learner to build up, support and develop positive perspectives.</li> </ul> <p><b><u>I strive for challenge and not "doing your best"</u></b></p> <ul style="list-style-type: none"> <li>• Learning needs to be challenging. It is the role of the teacher to ensure that this is neither too high or too low.</li> <li>• Clarity around goals and making them transparent in the lesson. Goals also need to be</li> </ul>			

Consideration for Teaching and Learning:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
	<p>appropriately challenging, and provide many ways and opportunities to monitor progress from learner entry into the lesson towards the goals of the lesson.</p>			
	<p>Learning Focus</p> <p><b><u>I give and help students understand feedback and I interpret and act on feedback to me</u></b></p> <ul style="list-style-type: none"> <li>• Learner feedback provides crucial information for teachers about whether learning and teaching has been successful.</li> <li>• Occurs within a dialogic process.</li> <li>• Successful teachers give student timely and meaningful feedback on their learning progress and also seek and analyse feedback from students.</li> </ul> <p><b><u>I engage in dialogue much as monologue</u></b></p> <ul style="list-style-type: none"> <li>• Involves exchanges with another person - learners, teachers or parents</li> <li>• Focus on getting the balance right between talking and explaining, and listening and privileging student discussion.</li> </ul> <p><b><u>Success criteria is critical</u></b></p> <ul style="list-style-type: none"> <li>• Successful learning requires clarity - not only in</li> </ul>			



Consideration for Teaching and Learning:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
	<p>the learning process but in view of the learning outcomes.</p> <ul style="list-style-type: none"> <li>Using and demonstrating the success criteria to students linked to the goal of the lesson is more effective and proves to have a lasting impact on learners and what constitutes learning success.</li> </ul> <p><b><u>I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others</u></b></p> <ul style="list-style-type: none"> <li>Learning requires positive relationships.</li> <li>Instructions is essentially built on relationships and the more safe and trusting these are, the more the child will learn.</li> <li>Developing high expectations for <u>all</u> students.</li> </ul> <p><b><u>I talk about learning, not about teaching</u></b></p> <ul style="list-style-type: none"> <li>We do not start from scratch when we learn something - we bring with us prior knowledge, skills and connections. Teachers need to be willing to take this as an initial starting point for instructional thought and action.</li> <li>Learning is an active and self-directed process.</li> </ul>			
Assessment	Hierarchy of skills to be established across the core subjects and this will form the basis of baselining and subsequent interventions.	EStrong WMurray JWoodbridge JDearing	Utilising existing resources and platforms	<i>Hierarchy of skills in place for September start.</i>  <i>Gaps across core skills identified by</i>

Consideration for Teaching and Learning:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
				<i>the start of October.</i>
Teaching structures which are well suited to social distancing <b>and</b> the securing of key skills, knowledge and understanding	Teacher toolkit to include: <ul style="list-style-type: none"> <li>• Consolidation</li> <li>• Repetition</li> <li>• Rote learning</li> <li>• Oracy</li> <li>• Aspects of 'chalk and talk' PUPIL TALK over TEACHER TALK</li> <li>• Metacognition</li> <li>• Peer AfL</li> </ul>	EStrong WMurray ELT	-	<i>Toolkit in place as part of a Phase 4 handbook</i>
Phase 4 Staff Handbook to support staff transition and communicate expectations.	Revisit handbook to reinforce expectations and best practise to maximise the strategic plan's impact.	CTucker EStrong	-	<i>In place and presented to staff on the first day back.</i>

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## Wellbeing

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For many of us, adults and children, the return to school will be greeted with a huge sigh of relief and we will want to pretend that the world is returning to how it was, but we will all have been changed by the experience of Covid-19. It will take time for us to adjust to the 'new' normal. We will need to recognise and allow for this by being kind to each other and ourselves. This will be actioned during Staff meetings and assemblies. All staff and children will be reminded that we will take our time to return to 'normal' and it will be done holistically. If we acknowledge the huge historical event we lived through and report that we can allow ourselves to blend back in to normal when all parties show they are ready. This will be reviewed daily by SLT and weekly by all staff.

During the early phases of Ryefield's reopening the school will have to reduce the anxiety that children and staff have over their return to school and the 'new normal'. How we get there is more challenging, especially given the challenges of communication and reaching all of the parts of the school's community. Focusing on an event – the school's 60<sup>th</sup> – will give pupils a purpose and something to look forward to that will reduce anxieties that they may well experience when the time comes for school's to re-open.

Ryefield will have to navigate setting diagnosing the gaps in pupils' learning, implementing the associated therapies, and testing their impact, alongside setting realistic expectations for learning and allow time to address pupils' Social, Emotional, and Mental Health (SEMH). Some children will need this more than others, but it will need to be planned for. Keyworker children may need more support due to the potential for additional trauma from separation – or worse – of a family member. It is essential that we are clear with children who have died, and who has not returned to our setting for some other reason- house moves, job changes, parents deciding to continue with home education, etc. This will need to be discussed, or children and social media will build up rumours and stories that will be neither helpful nor healthy.

Even for those who have not experienced a death in their family or community, any illness will become a greater source of anxiety as the link between illness and death will have been reinforced in a way that was not a common experience in twenty-first century Britain. This will lead to more anxiety and may make many children (and adults) more risk-averse.

As a school family, we are transparent about any changes that have occurred. This can be within a class setting where necessary or during Key Stage assembly. We have had some children move to other schools over the period and we want to share with the children how we wish them luck and can send a card to the child if they wish, allowing them to say goodbye.

The school will take time to look at how many people recovered from the illness due to the skills and care of the NHS, the money that was raised to support them, the encouragement given by the nation (clapping) and find a way to let them know how thankful we are. The children can come up with a way to share the message to NHS but also the great success of this number to the community and be a voice of celebration.

Staff will refer to the Ed Psych, where appropriate the school has staff who may also support children via the Seasons for Growth programme.

The majority of children will have become used to being with their parents and immediate family for an extended period. Even for those who are excited to regain their freedom and see their friends, this is a potential source of anxiety. There will be children who struggle with this separation and experience anxiety while they are in school, particularly where their family includes key workers or those going back to work in crowded spaces.

Many children separate from their families easily every day, but in normal circumstances, some do not.

Staff know who those children are, however, now there may be many more who do not want to leave their family, because:

- They can keep their family safe if they are with them
- They can see that the family are ok if they stay home
- They will miss them
- They don't want to be surrounded by lots of people
- They don't want the stress of formal learning again

to name but a few reasons.

Staff will constantly reassure the children that the family is safe, all working, shopping, etc just as we would when a child shows these anxieties. Staff can call parents midday to check in and reassure the child they have spoken to family and all is well.

For children particularly distressed we can arrange for children/parents to talk in the middle of the day.

### **Special needs**

The impact of all these issues will be even greater for those with special needs. Their learning will have been impacted as will issues of being or not being in school, managing change, routines, and anxieties. There will be particular issues with managing transitions into school and where there is a change of setting. For most of our SEN children, the biggest hurdle will be expectations of behaviour establishing a routine again and reassuring them that all is okay. The class will need a visual timetable every morning to reassure the children how the day will look.

### **Sensory Needs**

Many children will be looking forward to the return to school but will find being around people difficult, frightening, and overwhelming, particularly if we move rapidly from social distancing to a return to school. We will need to be aware of this and support it. For some children, this will be exacerbated by a fear of people in general. Having experienced weeks, or even months, of social distancing, children will have received an implicit message that other people are dangerous. Further, their experience of other people, beyond their immediate family, within their personal space will have been limited. For many the hustle and bustle, movement, and the number of people in school will be difficult. We need to be aware that many will express their sensory issues and anxieties about the proximity of others physically.

The class will need excellent behaviour management using positive reinforcement as many children will have forgotten how to behave (shouting out, talking over each other, poor language). The Zones of Regulation should be revisited and Sabrina will be on hand to support staff with its re-implementation and meet with children who are struggling.

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Children will not remember how to behave immediately and may take a couple of weeks to get those good habits back, so patience will be a virtue! If necessary, create a reward chart with the behaviours we do want to see and at the end of the day discuss with the child how they think they did. The chart should be seen at all times.

**Rebuilding the school community should be high on the agenda and a community-based project would provide a focus for bringing students together. If wellbeing is cared for the children will hit the ground running when they are ready and make up the lost learning relatively quickly as evidenced in other.**

Ryefield will use the six guiding principles of nurture as they can help in this period of uncertainty and upheaval. The values provide children with the best start as they begin to return to school. The nurture principles are ultimately about supporting children who have missed out on key developmental experiences in their early lives. But I feel they are also a useful guide for helping them to recover from an unprecedented change in their daily routine. We will be asking them to cope with this strange and stressful disruption and adapt to a “new normal” in the coming weeks and months. Applying a nurturing approach in children’s return to school-based education enables us to focus on the factors which foster healing and resilience in the face of trauma.

Six Principles of Nurture<sup>6</sup>

Consideration for Wellbeing:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
<p>Learning is understood developmentally</p> <p>Within a nurture group or nurturing provision, this principle requires staff to accept children at their age and stage and forego a narrow focus on attainment. Their skills and competencies will differ and they will make progress at their own pace.</p>	<ul style="list-style-type: none"> <li>• Rather than catching up we may need to revisit previous topics</li> <li>• Opportunities for play and activities which evoke laughter and satisfaction should be initially be prioritised over academic expectations</li> <li>• Provide meaningful, practical and multi-sensory experiences for new learning, with task which can be modelled and broken into small steps.</li> <li>• Consider attachment needs – tasks which can be completed with little support vs time-limited bursts of independent working and regular reassurance from staff</li> </ul>	<p>Teaching staff CTucker CHayward SLansiquot KAvery</p>	<p>PASS cost TBC</p>	<p>PASS Survey Aut '20 and Sum '21</p>
<p>The classroom offers a secure base.</p> <p>The organisation of the learning environment is important in containing anxiety. How we use our classrooms, corridors, dinner halls and playgrounds may be very different, both in how they are arranged and managed and how children can use them when they return to school. Making school a secure base will require a pro-active and consistent approach.</p>	<ul style="list-style-type: none"> <li>• Consider a whole-school Social story, which acknowledges the difficulties of lockdown, welcomes the children back and shows how things will be different and why.</li> <li>• Emphasise structure and predictability – visual scheduling; seating plans; clear labelling of new areas for storing resources and possessions.</li> <li>• Identify designated places for relaxation and calming sensory input.</li> <li>• Create a sense of belonging by decorating a wall with photos of the children and key staff.</li> </ul>	<p>Teaching staff CTucker CHayward SLansiquot KAvery</p>	<p>PASS cost TBC</p>	<p>PASS Survey Aut '20 and Sum '21</p>

<sup>6</sup> www.epinsight.com

Consideration for Wellbeing:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
<p>The importance of nurture for wellbeing and self-esteem.</p> <p>This principle is concerned with showing children that they are valued, thought about and held in positive regard. Through our relationship with a child, we can promote optimism and resilience for the future.</p>	<ul style="list-style-type: none"> <li>• Parents and caregivers could be asked to share photos and videos of what their children have been doing at home. These might include rainbow paintings for the NHS, workouts with Joe Wicks, dens made from duvets and pillows, Lego constructions, etc. All of these examples provide immediate conversation starters in which we can praise their creativity and highlight skills that are transferable to the classroom.</li> <li>• Finding ways to provide them with choice and control in a task or routine can help them to feel “held in mind” and promote autonomy. We should also schedule time during the new school day for them to indulge in special interests and preferred activities. This could be a great way to help them feel competent and successful.</li> <li>• It will be important for us to celebrate their achievements, however small, in order to bolster their self-esteem. We can make this more concrete through personalised books or boxes filled with evidence of their achievements, their effort and tangible feedback from staff.</li> <li>• When they encounter more challenging tasks, we can give them hope by commenting on what they are doing well, complimenting their effort and persistence and emphasising that they are making progress and getting better. This is important in challenging negative beliefs and putting setbacks into perspective. Emphasising the notion of learning through practise and taking small steps will help to prevent shame.</li> </ul>	<p>Teaching staff CTucker CHayward SLansiquot KAvery</p>	<p>PASS cost TBC</p>	<p>PASS Survey Aut '20 and Sum '21</p>



Consideration for Wellbeing:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
<p><b>Language is a vital means of communication</b></p> <p>Helping children to put their feelings into words is of vital importance. This principle also requires us to think carefully about our own language and the messages we need to deliver to children who are experiencing a range of powerful emotions.</p>	<ul style="list-style-type: none"> <li>We can apply Dan Siegel and Tina Payne Bryson’s strategy of “Name it to Tame it” – this utilises the power of storytelling where we talk through a situation leading to a specific action and label the emotion. For example, we could wonder how a child might be anxious about being in the same room as other people or confused about why their class is smaller than usual. We can support the child in narrating the experience, keeping to their pace and asking what happened next at different intervals. Our calm brains help them to connect the dots and allow the fight/flight/freeze response to subside.</li> <li>We can encourage them to communicate their feelings and consider what to do about them through emojis, short scripts or role-plays – for example, “<i>I am feeling ____ because</i>” and “<i>When I feel ____, I can ____</i>”. There should be explicit methods of asking for help. Some children may benefit from a Social Story which can talked through with a key adult. Others may need a more concrete and discreet method of asking for a break, such as a coded phrase that only their teacher recognises or an exit card on their desk which can be flipped over.</li> <li>We will also need to think about the language we use. Whether it’s a child who is anxious about coming back to school or one who actually preferred being at home, we need to be welcoming and show that they have been thought of fondly. For example: “<i>I’m so happy to see you again</i>”, “<i>I’ve missed seeing your smile</i>” and “<i>When I saw ____ on TV, it reminded me of you and made me wonder what you were up to at home</i>”.</li> <li>When it comes to the difficult issue of relatives</li> </ul>	<p>Teaching staff CTucker CHayward SLansiquot KAvery</p>	<p>PASS cost TBC</p>	<p>PASS Survey Aut '20 and Sum '21</p>

Consideration for Wellbeing:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
	<p>and friends who have suffered or passed away during the pandemic, school staff will need to be briefed on a simple, concise and factual statement to deliver in classrooms. We need to give time and space for children to discuss their feelings and receive reassurance about typical responses to grief and ways of coping. School counsellors and other professionals involved in critical incident response should be contacted, regarding how to disseminate information to parents and how to conduct whole-school memorials or remembrance ceremonies.</p>			
<p><b>All behaviour is communication</b></p> <p>This is a well-known perspective which is not exclusive to nurturing provision. It emphasises the importance of looking underneath a behaviour and asking “<i>What is the child trying to tell me?</i>”. In the current context, we need to be open-minded. The child who throws equipment or swipes items off their desk may be anxious about being in proximity to other children and adults; after months of being told to avoid contact as far as possible with the outside world. The child who refuses to follow instructions or comply with new routines may be feeling hurt or abandoned by a key adult, given the sudden experience of separation and loss when the restrictions were introduced at short notice. Dan Hughes highlights the need for connection before correction and his</p>	<ul style="list-style-type: none"> <li>• <u>Playful</u> interactions with children in the early stages of returning to school will help to create a sense of safety and belonging, reduce stress and defuse situations before they escalate. We might achieve this through personalised greetings in the mornings, being silly, sharing jokes and learning topics through physical action or musical rhythm. We could turn new routines into a game to diminish the strangeness and have fun rehearsals to make them easier to remember.</li> <li>• <u>Acceptance</u> is about being non-judgemental and showing the child that we understand what they are going through. For example, “<i>I know you’re scared about being here</i>” or “<i>It must be hard not to think of your parents at home. You loved spending so much time with them every day and it’s sad to leave them</i>”.</li> <li>• <u>Curiosity</u> is important in putting aside our own presumptions and eliciting the child’s views by wondering with them – “<i>I’ve noticed you’ve been quiet since coming back. I think you might be worried about something</i>”.</li> </ul>	<p>Teaching staff CTucker CHayward SLansiquot KAvery</p>	<p>PASS cost TBC</p>	<p>PASS Survey Aut '20 and Sum '21</p>

Consideration for Wellbeing:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
<p>formula of PACE can be applied to our work in a post-lockdown world.</p>	<ul style="list-style-type: none"> <li>• <i>Empathy</i> is our way of stepping into the child's shoes and showing them that "we get it". We might say "I know this is really tough for you. The classroom looks so different from the last time you were here" or "You are so upset that your friend comes to school on a different day. You miss seeing him every day like you used to".</li> </ul>			
<p><b>The importance of transitions</b></p> <p>Simply being in lockdown has been a major transition in children's lives. Many have been at home. Some have been in school whilst their parents continue to function as keyworkers. Whether a child is going back to school for the first time in months or coping with the return of classmates after experiencing a very different kind of school since March, our students will be faced with yet more change and uncertainty.</p>	<ul style="list-style-type: none"> <li>• Eliciting the views of children about the impending return to school – by asking them and their caregivers to write a letter, draw a picture or record a video – could help to provide a tailored approach in responding to their needs. Some may be scared to leave their homes or worry about being separated from their parents. Others have previously found school a very challenging or unfulfilling place – they've enjoyed being at home and the prospect of returning may fill them with dread.</li> <li>• It will be important to communicate in advance what the children will be going back to. Will they be in the same classroom as before? How many will be in their class? Which staff will be there? Ideally, a visual overview or personalised message can be provided so that these issues can be talked through at home first. Some schools offer a virtual tour on their websites – since classrooms, corridors and communal areas will likely look very different under social distancing guidelines, the use of photographs and videos of the new environment could help to show young people what they can expect.</li> <li>• There will likely need to be new routines for arriving to school, beginning and finishing activities and moving between areas. Initial modelling of such routines (as part of the virtual</li> </ul>	<p>Teaching staff CTucker CHayward SLansiquot KAvery</p>	<p>PASS cost TBC</p>	<p>PASS Survey Aut '20 and Sum '21</p>

Consideration for Wellbeing:	Potential Actions:	By whom?	Potential Cost?	OKR Measurable
	<p>tour outlined above) will be beneficial and we can consider verbal/visual countdowns, rhythm or music to help them anticipate these routines.</p> <ul style="list-style-type: none"> <li>We may also need to think of transitional objects which allow the young person to feel “kept in mind” by a caregiver or key adult when going to and from school. This could be as simple as a photograph, a toy, a key ring or a scented tissue – something personal and comforting. There may need to be consideration of how these can be cleaned or where they can be stored to prevent others from handling them.</li> </ul>			
<p><b>Examples of nurture tasks:</b>            MoT            Y6 production adapted to a radio play            Year book            Virtual Sports Day            Oracy Ignite Speeches            MoTV            Document experience – diary entry – publish 7 themes over seven entries            NHS Every Mind Matters: <a href="https://www.nhs.uk/oneyou/every-mind-matters/">https://www.nhs.uk/oneyou/every-mind-matters/</a>            Rise Above: <a href="https://riseabove.org.uk/tag/mental-health/">https://riseabove.org.uk/tag/mental-health/</a></p>				

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## Concluding Statement

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At the moment this will be very raw for all of us and I know we will all have strong emotional reactions to the challenges we face, and everyone's capacity for coping with adversity will differ. Through collective efficacy and using our moral compass to navigate towards a solution, we will ensure that Ryefield provides an overall superior service, continues to excel in anticipating and responding to need, and is a good neighbour, concerned for the community.

Yet the reality is that when children return to school it will not be the same - life will be different. There will be a series of rolling changes as we respond to governmental guidance. This document should serve to steer the school in the right direction and remind all that Ryefield's staff are still the best placed to make the correct decisions for the school and community. As always, Ryefield stands ready to support its community by accelerating pupils' progress, improving their core skills, and developing resilient children.