

25/09/2020

## Hot Lunches

The school is in the process of introducing hot lunches, starting with a pupil favourite: Pasta Pots. These will be delivered to the classroom via DeliverRye!

The school kitchen is providing packed lunches for all pupils who are eligible for free school meals, this includes children in Reception, Year 1 and Year 2. They **must** be ordered in advance and via Parent Pay. We have had a number of children expecting lunch but their parents have not ordered a sandwich pack.

## School Census: Thursday 1st October

This Thursday 1st October is school census day. It is a really important day in the school calendar as the information we collect on that day will dictate our school funding for the next year. It is particularly important that we have as high a number of pupils as possible taking up their entitlement to school meals offered in Reception, Year 1 and Year 2.

The school asks that - on Thursday 1st October - pupils in Reception, Year 1 and Year 2 take up their FREE entitlement for lunch, even if your child does not normally have school dinners.

**Remember - Universal Infant Free School Meals (UIFSM) for children in Reception, Year 1 and Year 2 is free.**

Our entire UIFSM school meal funding, for the whole year, is based on an average of those families taking up their entitlement next Thursday. Our funding for providing the meals is down per month due to the dip in take up during last year's census days and **we want to avoid another year of reduced funding.**

The meal can be booked via ParentPay. Please contact the office should you have any questions or issues logging into ParentPay. **Please ensure that you have ordered your child's lunch in advance and informed them of your menu choice.**

For families in KS2, a free lunch will only be provided to those who are eligible for one, if you are not eligible then you will be charged. You can check to see if you are eligible here:

<https://www.cloudforedu.org.uk/ofsm/sims>

# Covid-19: A useful summary

Dear Parents/Guardians

I am writing to provide parents and guardians with a useful summary (attached) with relevant links regarding COVID-19 symptoms and testing as well as information about the government's contain framework.

As parents and guardians will be aware, schools have been dealing with confirmed positive COVID-19 tests across the country since schools reopened at the beginning of the autumn term. I am aware that parents and guardians will have received and reviewed a large amount of correspondence and the attached summary outlines key information in relation to COVID-19, in particular who needs to self-isolate and possible contexts that could lead to a partial or full school closure. I am sure parents have already considered the arrangements they will need to put into place for partial school closure and if their child has to self-isolate because they have been in close contact with an individual with a confirmed case.

This summary should be read in conjunction with the school's reopening plan ([click here](#)) and risk assessments ([click here](#)), which were shared previously with parents and guardians; these deal specifically with the ten control measures specified by the Department for Education (DfE) ([click here](#)) for schools to open safely in September 2020 by reducing the risk of transmission of COVID-19.

As previously mentioned, the reopening of schools, using the DfE's ten control measures, is a proportionate response, balancing our responsibility for students' education with mitigating the possible transmission of COVID-19. I trust the attached information succinctly provides parents and guardians with how schools will respond to symptoms and confirmed cases of COVID-19.

I would also like to take this opportunity to remind parents and guardians of the importance of not speculating about who has a positive COVID-19 test, in particular on social media. It is imperative that individuals report a confirmed test without any concerns about personal reprisals for themselves and/or their family members; any speculation could lead to individuals not reporting a confirmed test which would be detrimental to our local and national effort to reduce the transmission of COVID-19.

I would welcome feedback on the summary and I am therefore asking parents and guardians to email the school office at [ryefield.enquiries@ryefieldprimary.org.uk](mailto:ryefield.enquiries@ryefieldprimary.org.uk) with any additional questions and this summary will be updated if necessary.

Yours sincerely

**Colin Tucker**



# Vanguard Learning Trust

## COVID-19: Summary of school, individual and household responses

### Section 1: Symptoms

#### 1.1 Individual

Any individual who becomes unwell and is displaying one or more of the symptoms of COVID-19 - a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia) - must be sent home if they are at school or remain at home ([click here](#)). If any individual is unsure about their symptoms, they should contact NHS 111 ([click here](#)), which will provide the necessary advice. Individuals with symptoms must:

- self-isolate for at least 10 days from when the symptoms started; and
- arrange to have a test to see if they have COVID-19 ([click here](#)).

#### 1.2 Household members

The advice is to follow the guidance for households with possible or confirmed COVID-19 infection ([click here](#)). All members of the family/household must self-isolate for 14 days. The first day is when the person developed the symptoms (note Sections 1.4 and 2.2).

#### 1.3 School community

Individuals in the school community who may have been in contact with the person with the symptoms do not need to self-isolate until the test has been taken. Once the individual with symptoms has their test result, the school will take action in accordance with the guidance for a positive test as outlined in Section 2. It is worth noting that from the time an individual develops symptoms onsite, any member of staff or student who is in close contact with them must wash their hands thoroughly for at least 20 seconds or use hand sanitiser. Site staff will immediately ensure the area that the individual has been in contact with is cleaned in line with the school's enhanced cleaning procedures.

#### 1.4 Negative test

In the case of a negative test result, individuals can return to school only if they are well and no longer have any of the symptoms ([click here](#)). This applies to members of their household.

### Section 2: Positive COVID-19 case

#### 2.1 Individual

If an individual tests positive, they must self-isolate for at least 10 days from the first day that they displayed symptoms. They must follow the guidance for households ([click here](#)). After 10 days, they can return to school only if they do not have symptoms other than cough or loss of sense of smell/taste as these can last for several weeks once the infection has gone. If they still have a high temperature, they must continue to self-isolate.



## 2.2 Household members

All other household members must stay at home and not leave the house for 14 days; this period starts from the day when the individual first displayed symptoms. If the individual did not have symptoms but has tested positive, the period starts from the day their test was taken.

## 2.3 School community

The school will contact the dedicated advice service introduced by PHE and delivered by the NHS Business Services Authority facilitated by the DfE. The advice service will carry out a rapid risk assessment as part of the NHS Test and Trace process. As instructed by the advice service, schools will fully comply with the advice, which may involve escalation to the local health protection team, and individuals who have been in close contact will be instructed to self-isolate for 14 days; family members **do not** need to self-isolate unless the individual having to self-isolate develops symptoms. The definition of close contact is: *direct close contacts: face-to-face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face-to-face conversation, or unprotected physical contact (skin-to-skin); proximity contacts: extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual; and travelling in a small vehicle, like a car, with an infected person.* The school will use the PHE template letter to inform individuals and their families if they have been in close contact and therefore have to self-isolate; a separate PHE template letter will be sent to the rest of the school community informing them that there has been a confirmed case and that some individuals have been instructed to self-isolate in line with PHE guidance.

## Section 3: Several confirmed cases

### 3.1 Two or more confirmed cases

In the situation of two confirmed cases within 14 days, or an increase in number of individuals displaying COVID-19 symptoms, the school will work with the local health protection team to agree precautionary measures which may involve a large number of students self-isolating at home; this is likely to be by year group bubbles. The actions to be taken will continue to be those outlined in Section 1 for symptoms and Section 2 for confirmed COVID-19 cases. The main difference at this stage is the number of students who will be asked to self-isolate as a preventative measure. If it is deemed that there is an outbreak in the school, a mobile unit may be dispatched to test anyone with whom the individuals with a confirmed case have been in contact, beyond those who have already been asked to self-isolate. This action would need to be agreed by the local Director of Public Health. In summary, two or more confirmed cases or an increase in suspected ones will lead to more students being asked to self-isolate and could lead to a mobile testing unit if it is judged to be a school-based outbreak.

## Section 4: Local restrictions, the contain framework

### 4.1 Four Tiers

The contain framework ([click here](#)) is guidance written by the Department of Health & Social Care in order to provide information about the co-ordinated actions that will be taken by a number of local and national partners, including educational providers, in the case of local and/or national restrictions. Annex 3 in the document sets out the four tiers

for educational settings; secondary schools have been asked to prepare in advance for tier 2 ([click here](#)) which is outlined in 4.2. Table 1 contains a description of the four tiers and the text in blue notes the pertinent changes at each tier as restrictions are progressively increased. It is worth noting that there are no changes to the provision for primary schools until tier 4 when all schools will be operating remotely for students' learning except for key workers' children and those identified as vulnerable. As outlined in the guidance, the reason for a different approach with schools is the lower risk of transmission by primary-aged students particularly because they have fewer contacts outside of school compared with those of a secondary age.



**Table 1: The contain framework, Annex 3**

**Tier 1**

The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'. There are no changes to childcare and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.

**Tier 2**

Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. *Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time.* Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting. In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

**Tier 3**

Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. *Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by the Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.* In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

**Tier 4**

*All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers.* All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils. In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.





## **4.2 Tier 2**

Secondary schools are currently making the necessary plans to decide the rota for tier 2 if this needs to be applied. As noted in the guidance, the reason for the rota is to reduce the number of students on site in order to reduce the likelihood of transmission particularly between different year groups due to a reduced number of contacts. Based on the guidance, secondary school leaders are considering the arrangements for the rota system which recommends 2 weeks onsite and 2 weeks working remotely; schools can, however, consider weekly rotas, 1 week onsite and 1 week working remotely. Both secondary school leaders are considering the best approach to the rota system and a document will be shared with parents and guardians shortly.

## **Section 5: Accuracy of guidance**

It is important to note that as government guidance changes, this information is accurate as of Friday 18th September 2020 and is subject to change. The links will always be updated by government departments and therefore these should always be referred to.

# Friday 9th October is World Mental Health Day!

Ryefield Primary School is already a member of the Youngminds 360 community - sharing some of our finest examples of best practice in mental health and wellbeing with other schools and establishments.

Ryefield Primary School staff and pupils are committed to help each other to feel supported and empowered, whatever the challenges.

Youngminds is the UK's leading charity, fighting for children and young people's mental health; helping children, young adults and parents get the best possible mental health support and have the resilience to overcome life's difficulties.

Friday 9th October is #HelloYellow day! Please wear something yellow on this day to make it feel extra special. We will not be fundraising - just raising awareness instead.

Like all other days, Ryefield will be spending World Mental Health Day spreading the word that, together, we can look out for each other and feel hopeful about the future.



# Ryefield Rascals

Due to the global pandemic, the school has had to adjust the way in which parents secure and access Ryefield's breakfast and after school club. In order to reopen and lessen the risk of compromising our infection control measures, Ryefield Rascals requires a consistent cohort of children using this service. We will not be able to accommodate ad hoc bookings.

Therefore places need to be booked for the week, we are currently unable to offer a pick and mix approach which would allow parents to select individual days.

## After School clubs

As with Rascals, the school is in the process of rolling out extra curricular activities. As previously mentioned, Ryefield will require consistent pupil numbers for our clubs, so we have reduced the number of spaces available and require payment for the term in advance.

There will be a period of two - three weeks to secure a place and then the booking window will be closed. Refunds will only be given if the school is able to secure a replacement for your child's place.

Ryefield will continue to use the Sports Premium to subsidise the cost, ensuring that our extra curricular activities remain affordable to all. The draft menu of clubs is as follows:

Monday:	Football	Years 5 and 6	15:10 - 16:10
	Spy Club	KS2	15:10-16:10
Tuesday:	Dance	KS2	15:10 - 16:10
	Bike Ability	R and Y1	14:50-15:50
Wednesday:	MultiSkills	KS1	14:50 - 15:50
Thursday:	Multisports	Years 3 and 4	15:00 - 16:00
Friday:	Gymnastics	Years 3,4,and 5	15:10 - 16:10

These clubs can be booked Via Parent pay; we will notify you when they go live.



# IMPORTANT INFORMATION:

## Homework and Reading Books

We are still awaiting delivery of the homework exercise books and these will be rolled out as soon as we receive them.

Reading books will be sent home and parents who have misplaced their reading records will be able to purchase a replacement via Parent Pay. We are moving towards all transactions being cashless and we hope to have replacement charges for reading records, homework books and swimming caps available by the end of next week.

Swimming - Year 4 would normally be beginning their swimming lessons, however we have yet to hear from either the coach company or Uxbridge pool. As soon as we have more information I will provide parents and pupils with an update.

## Autumn / Winter is here...

If your child has asthma and uses a preventative inhaler (**Beige/ Brown/ Orange/ Red/ Purple/Pink**) please make sure it is being taken regularly **EVERY DAY** as we are heading towards the most challenging season for asthmatics.



The Hillingdon Champions of Asthma Team.

# A new hospital in Hillingdon

The Hillingdon Hospitals NHS Foundation Trust has announced plans to build a new hospital in Hillingdon.

As anyone who has visited the hospital will realise, the current Hillingdon Hospital is an old building. The maze-like layout makes it difficult to get around and the condition of buildings can make the experience of being in hospital more difficult.

They have an ambitious plan to build a new hospital by 2025 and very much want to hear from everyone who has an interest in the hospital, to ensure that plans consider their ideas and aspirations.

More detail about the plans and a short survey can be found online:

<https://thh.nhs.uk/redevelopment/>



## **Autumn Term Dates**

Thursday 3rd September - School opens for children

Friday 23rd October - School breaks up for half term

Monday 26th - Friday 30th October - Half Term

Monday 2nd November - School Opens

Thursday 26th and Friday 27th November INSET: Staff only

Friday 18th December - Term Ends (KS1 finish at 1.30/KS2 finish at 1.35pm)

