



# ASKERN MOSS ROAD

## March 2021 Full Reopening Plan

(to be used alongside the Schools Coronavirus (COVID-19) Operational Guidance- February 2021))

### Objective 1

To ensure the Health and Safety of all through a robust Risk assessment and adaptations to the school day. (RGR/CAT/AMC)	
Action	Led by
<b>Risk assessment-</b> To update our risk assessments (building on the learning to date and the practices already developed), to consider the additional risks and control measures to enable a return to full capacity from Monday 8 <sup>th</sup> March 2021, reducing the risk to the lowest reasonably practicable level.	CAT/RG/ AMC/HY
<b>Signage:</b> Clear signage around the Academy shows where to distance, directions of travel, hand washing awareness etc. Encourage social distancing wherever possible in the building.	CAT/AMC/ HY
<b>Handwashing and cleaning stations:</b> Pupils and staff are encouraged to regularly wash hands and there is a cleaning station in every classroom. Hand sanitiser is also available.	All Staff
<b>Personal Protective Equipment:</b> PPE (masks, gloves, aprons) in addition to sanitiser and cleaning equipment available in classrooms and the First Aid Room. This is only to be used where there is a risk of contamination or where physical contact cannot be avoided.	CAT/AMC/ HY
<b>Cleaning:</b> Regularly deep cleaning of the Academy and hot spots by the cleaning team and regular wiping of surfaces and equipment throughout the day. Each room has a cleaning basket with wipes, antibacterial spray and disposable cloths.	CAT/AMC/ HY
<b>Timings for the start and end of the school day.</b> To inform parents of these staggered times before the end of term and display the arrangements prominently on the school website. To continue to operate a one way system around school with parents encouraged to walk to school. F1- Normal timings. 8:45-11:45 F2 & Y1 8:45-3:15pm Y2 9:00 – 3:30pm.	CAT/AMC
<b>Class/Key Stage Bubbles</b> To keep children in their class groups for the majority of the time but also allow mixing into wider groups for specialist teaching and wraparound care. EYFS children will operate as a large bubble during the morning. KS1 children will operate within their 2 class bubbles as far as is possible.	CAT/AMC
<b>Classroom Layout</b> To make small adaptations to the classroom to support distancing where possible. This will include seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space. Teachers to draw up plans of how their classrooms will be set out.	Class Teachers
<b>Frequently used resources:</b> To ensure that children and staff have their own frequently used equipment, such as pencils and pens. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.	CAT/AMC
<b>Shared resources:</b> To ensure that resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.	Class Teachers



# ASKERN MOSS ROAD

<b>KS1 Playtimes</b> To plan for staggered playtimes 10:15-10:30/10:30-10:45	HH
<b>Lunchtimes:</b> To work with kitchen staff to plan for the serving of lunches. 12:00-12:30 F2 to eat in hall – side by side on dining tables. 12:30-1:00 KS1 to eat in the hall.. Children to be seated on dining tables- side by side. Midday supervisors serve meals- children remain seated. Tables pre-set with cutlery; no queuing. Maximum of 40 children in hall at any one time. Lunchtime playtime for KS1- Playground zoned to keep 2 classes apart. F2 children to access EYFS play area.	CAT/AMC
<b>PE:</b> Outdoor PE will be prioritised when the weather permits. When using the hall, PE will be delivered by the class teacher to half the class while the teaching assistants remains in the classroom with the other children. This organisation will also be in place when our PE coaches deliver lessons.	HH
<b>KS1 Phonics Teaching</b> To plan for the delivery of phonics lessons across our two KS1 bubbles. The ability range of the children in KS1 is such that effective teaching of phonics will require the use of 'bubbles within bubbles', creating small ability-based phonics groups within the 2 KS1 classes. Pupils will be split into smaller phonics groups. Where a phonics bubble is taught by a member of staff not working within the class bubble, the group seating arrangements (including that of the staff member) will ensure distancing between the staff member and the children. Staff and pupils will wash their hands prior to joining their phonics group and after the session. Children will have two phonics sessions a day to support catch-up. Initially, only one of these will be with their phonics ability bubble with the other being class-based, to reduce the number of times pupils need to be in sub-groups outside their class bubble.	KS1 Teachers

## Objective 2

To ensure high quality teaching and learning through high expectations and consistent routines, within a caring and nurturing environment. (AMC)	
<b>Action</b>	<b>Led by</b>
<b>Routines:</b> To introduce and explain new routines to pupils as they prepare to return; use videos to help pupils get to grips with unfamiliar routines and new safety rules; share information on website.	Class Teachers
<b>Deployment of staff:</b> To create a bubble and whole school timetable showing deployment of staff for 8 <sup>th</sup> March onwards.	CAT/AMC
<b>Planning:</b> To plan for high quality teaching and learning in EYFS and KS1 and prioritise: <ul style="list-style-type: none"> <li>Identifying gaps and re-establishing good progress in the 'essentials' (phonics and reading, increasing vocabulary, writing and maths)</li> <li>Identifying opportunities across the curriculum so they read widely</li> <li>Developing their knowledge and vocabulary</li> </ul>	CL/AMC
<b>High quality teaching and learning:</b> To implement the school's teaching and learning policy, assessment policy and marking policy to ensure that high quality teaching and learning is being planned.	AMC
<b>Nurturing Timetable</b> To produce and deliver a nurturing timetable for class assemblies, story time and whole school assemblies, all involving interaction with different classes, through the use of Zoom.	AMC/RB/EB



# ASKERN MOSS ROAD

<b>Behaviour Policy:</b> To update our behaviour policy with any new rules and to communicate this clearly to staff, pupils and parents. As part of this, a revised Home-School agreement will be signed by all 3 parties.	
--	--

## Objective 3

To review curriculum across all areas of the Academy ensuring consolidation of skills, flexibility of delivery and a highly effective remote learning provision which compliments the direct teaching. (CAT/CL)	
Action	Led by
<b>F1 Curriculum:</b> For Nursery children, teachers to adapt planning to focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.	AMC
<b>F2 Curriculum:</b> For pupils in Reception Year, teachers to adapt planning to focus on language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge is prioritised and extending their vocabulary.	AMC/RB/EB
<b>KS1 Curriculum:</b> For KS1 pupils, teachers to plan for a restorative curriculum that focuses on the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.	AT/HH
<b>Long-Term Plan:</b> To produce a long term plan which reflects our newly revised curriculum planning cycle.	AMC
<b>Medium-Term Plans:</b> To identify the key areas of need within our medium term plans, ensuring a full range of subjects are taught and that reading takes place at every opportunity.	AMC/HH
<b>Timetable:</b> To create a weekly timetable which prioritises the most missed content and the individual needs of the children.	AMC/HH
<b>Assessment:</b> To assess the children's starting points on re-entry to school; using regular formative assessment - observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work.	AMC
<b>Remote Education:</b> To continue to improve the quality of our existing remote education offer, ensuring it is high quality and aligns as closely as possible with in-school provision. To continue to use Seesaw to create a remote education package which mirrors classroom learning. This will include both live and recorded teaching. This education will be equivalent in length to the core teaching to time received in school. KS1 children need a minimum of 3 hours a day education. We are aware that our younger children require high levels of parental engagement with remote education, which makes digital provision a particular challenge for this age group. Home learning packs will also be provided containing activities and resources which do not solely rely on digital means.	AMC/CAT/ RB

## Objective 4

To ensure a positive climate for learning where social and mental well-being is a priority and students and staff are supported to feel safe and happy. (KB)	
Action	Led by
<b>Governor and Staff information:</b> To explain to all staff and governors the measures we are proposing putting in place and involve all staff in that process.	CAT
<b>Calendar:</b> To ensure the 2021 calendar has been updated and shared with all staff by 26.02.21	CAT



# ASKERN MOSS ROAD

<b>Staff Briefing:</b> Have a regular virtual staff briefing so staff can feedback their experiences and you can follow up on any concerns.	CAT
<b>Additional Support:</b> To ensure staff are aware of the Department for Education's additional support for both pupil and staff wellbeing in the current situation. Information about the <a href="#">extra mental health support for pupils and teachers</a> is available.	AMC/CAT
<b>Staff CPD:</b> To train staff to spot signs of anxiety, trauma and bereavement and equip them to confidently discuss these issues with pupils. (SENCO to deliver virtual training to Moss Road team).	KB
<b>Mental Health First Aid Training:</b> Leaders are being trained currently and all staff will be trained eventually over the next 2 years.	CAT/AMC
<b>Wellbeing Lessons:</b> Lessons and activities focused on mental wellbeing and staying safe. For all age groups, make sure you give pupils the opportunity to ask questions about anything related to COVID-19, lockdown, or schools reopening.	AMC/SG
<b>Specialist Support:</b> To ensure that specialists (including the school nursing team), therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.	KB
<b>Additional Activities:</b> To support pupils with approaches to improving their physical and mental wellbeing- by providing nurturing activities and extracurricular activities.	KB
<b>Pastoral Support:</b> To provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.	KB/AMC
<b>School Nursing Team:</b> To work with the school nurses to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.	KB/AMC

## Objective 5

To ensure that there is highly effective transition back into school for all and particularly for students moving school or into key year groups.	
Action	Led by
<b>Y3 Transition:</b> To work with Spa Academy and Askern Littlemoor Infant Academy to ensure that an effective transition programme is in place.	AMC
<b>F1 Transition:</b> To complete the transition programme for new families coming into Nursery in April.	AMC
<b>Safeguarding:</b> To ensure that vulnerable families are contacted daily when not in school and that regular home visits are made.	CAT/AMC/KB
<b>Clear information:</b> To ensure that all parents have received details about the return to school arrangements by email, letter and the website. To update through the summer as relevant.	CAT/AMC
<b>YouTube:</b> All year groups to post a transition video on You Tube and parents to be signposted to these.	Class Teachers
<b>SEND plans:</b> To produce individual return to school plans for SEND children- some of which will involve a phased return. All parents to be contacted by SENCO before 8 <sup>th</sup> March and appropriate resources/transition arrangements provided.	KB
<b>Support those with challenging behaviour.</b> To monitor behaviour more closely and put the appropriate support in place for these pupils.	CAT/AMC
<b>Attendance:</b> School attendance is mandatory for all pupils from Monday 8 <sup>th</sup> March. All families to receive a welfare call during the week commencing 1 <sup>st</sup> March, explaining the return to school arrangements and addressing any	CAT/AMC



# ASKERN MOSS ROAD

concerns a family may have. If children have social workers, they will be informed about any non-attendance of these key children.	
--	--