



Covid 19 School Action Plan

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<p>Continue to implement a Covid 19 Well-Being Chartermark Action plan – this encompasses addressing staff, pupil and family.</p> <p style="text-align: center;">Teaching and whole-school strategies – Pupil assessment and feedback</p> <p>Week 1 (Wednesday-Friday) – Pastoral Care/Prayer Life</p> <ul style="list-style-type: none"> When children go to their new classes, they will be met by their previous teacher as a transitional step. The YR teacher and Y2 teacher will move with the children to enable smoother transition. Children will be given opportunities to share feelings in prayer time as well as circle time. Gospel and Values assemblies will be shared weekly via the school website so that they can take place in class. Time will be given during staff meetings for teaching teams to plan together. Staff will devote time to getting children back into school and checking their well-being - establishing class rules/class charter for all children to sign, reinforcing behaviour policy, e-safety, SUMO activities, Healthy Minds, Happy Me, etc. <p style="text-align: center;">Targeted Support /Pupil assessment and feedback</p> <p>Clea Week 2: Establishing academic needs</p> <ul style="list-style-type: none"> Staff will spend time carrying out assessments (reading ages, spelling ages, miscue analysis, etc) and baseline assessments. SENCO to create and send a pack of assessments round - the recording sheets will be held on SharePoint. IEP templates will be established and set along with provision maps. <p>New YN/R Intake</p> <ul style="list-style-type: none"> Staggered entry – weeks 1-2 to be stay and play, time with parents/carers to establish needs, gather information. Weeks 3-4 (from 14th September) to be welcoming one group (6 children) per day. Increase numbers by group each 1-2 days (establish needs at time of entry). Whole class to be in by 22nd September. <p>Other issues to consider</p> <ul style="list-style-type: none"> If double bubbles are deemed a safe way to work, the careful approach following updated risk assessment with regular handwashing and high levels of cleaning during the day will continue. The gates will be labelled A and B and children will be allocated to a gate. Intervention timetable to be set following initial assessments from week 2. Consider two or more days where staff will run an after school catch up session for focussed groups (where this takes place, the member of support staff will start an hour later to allow for this to take place). <table border="1" data-bbox="175 1619 1235 1822"> <thead> <tr> <th data-bbox="175 1619 708 1717">Gate A (front entrance – parents/carers enter via small gate and leave via car park)</th> <th data-bbox="708 1619 1235 1717">Gate B (gully way – a one way system is in place and will continue)</th> </tr> </thead> <tbody> <tr> <td data-bbox="175 1717 708 1822"> <ul style="list-style-type: none"> KS1 children with siblings (from both KS1 and KS2) KS1 children without siblings at SFX. </td> <td data-bbox="708 1717 1235 1822"> <ul style="list-style-type: none"> KS2 children with siblings in KS2 ONLY KS2 children without siblings at SFX. </td> </tr> </tbody> </table>	Gate A (front entrance – parents/carers enter via small gate and leave via car park)	Gate B (gully way – a one way system is in place and will continue)	<ul style="list-style-type: none"> KS1 children with siblings (from both KS1 and KS2) KS1 children without siblings at SFX. 	<ul style="list-style-type: none"> KS2 children with siblings in KS2 ONLY KS2 children without siblings at SFX. 	<ul style="list-style-type: none"> Establish feeling of confidence and safety in 'new' environment. To have established a baseline for the end of the 2nd week To use the baseline data to plan effective strategies from week 3
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<p>As during wider opening, children will eat (cold grab bags) in class. The lunchtime supervisor will clean the classroom, while the teaching teams have their lunch. For the children to go outside, the teaching teams will return. For this, EYFS can coordinate times to be able to stay apart, staffed by Mrs Cullen.</p>																																					
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<div data-bbox="131 174 1245 268" data-label="Section-Header"><h1>Wider strategies</h1></div> <div data-bbox="131 296 1245 331" data-label="Section-Header"><h2>Cleaning arrangements</h2></div> <ul data-bbox="180 390 1227 472" style="list-style-type: none"> • Normal cleaning staff to resume their normal duties (as the whole school will be in use). • Explore possibility of utilising lunchtime supervisors to clean either side of their lunch duty for an extra ½ hour – 45 mins to clean handles, tables and toilets. <div data-bbox="131 499 272 527" data-label="Section-Header"><h3><u>Catholic Life</u></h3></div> <p data-bbox="131 554 1135 581">Arrange with Father to hold Mass each week and film him doing this to share with school community.</p> <div data-bbox="131 609 756 636" data-label="Section-Header"><h3><u>Hippo Time</u> (time for children to access support for wellbeing)</h3></div> <p data-bbox="131 663 844 690">Children to be able to visit The Nest (well-being room during lunchtime)</p> <div data-bbox="131 718 573 745" data-label="Section-Header"><h3><u>Advice for parents/carers</u> (taken from</h3></div> <p data-bbox="131 753 1227 819">https://www.coventry.gov.uk/info/62/coventry_send_support_service/3632/primary_recovery_curriculum/3)</p> <div data-bbox="131 852 967 884" data-label="Section-Header"><h3><u>Tips for Parents & Caregivers – preparing your child to return to school</u></h3></div> <p data-bbox="131 888 1240 984">Start talking - your child might have worries about returning to school. You can explore these and help them think of ways to manage them using our <u>Time for Us</u> pack or the resources on the <u>Family Links website</u>.</p> <p data-bbox="131 989 1192 1052">Sleep routine – help your child return to their normal sleep routine in the weeks before school starts again. Our “How to...” guide <u>on improving sleep</u> could be a good place to start.</p> <p data-bbox="131 1056 1203 1119">Talk about school – start to talk through the daily routine that they were once so familiar with. It doesn’t have to start as a conversation about worries, but these might arise as you talk.</p> <p data-bbox="131 1123 1227 1220">Model coping strategies you use when feeling stressed such as reconnecting with friends before returning, doing regular exercise or using breathing techniques. If it applies, you could share your own worries and feelings about returning to work and ways you are managing these feelings.</p> <p data-bbox="131 1224 1227 1352">Make yourself available as much as possible – they may want to come and “debrief” but maybe not when you expect. Create space for talking in different ways, such as going on a walk together or baking together – there may be less pressure in these circumstances than when sitting face-to-face.</p> <p data-bbox="131 1356 1218 1453">Look at the positives – as schools reopen, other things will too. It might be helpful to talk about things the child is looking forward to, like their favourite shop reopening, seeing friends in the park or getting ice cream from their favourite café.</p> <div data-bbox="131 1541 1245 1635" data-label="Section-Header"><h1>Summer Support</h1></div> <ul data-bbox="131 1673 985 1701" style="list-style-type: none"> • Parents/carers will be directed to SinglePoint activities / Summer Hub... 	