

St. Paul's CE Junior School - COVID 19 Outbreak Management Plan January 2022

Introduction

This plan is based on the contingency framework, published by the Department for Education (DfE), which describes the principles of managing local outbreaks of Coronavirus (COVID-19) in education and childcare settings.

The framework covers:

- the types of measures that settings should be prepared for;
- who can recommend these measures and where;
- when measures should be lifted ;
- how decisions are made.

Prioritising education

The overarching objective is to maximise the number of children and young people in face to face education and to minimise any disruption in a way that best manages the COVID-19 risk.

The impact of having missed education during the pandemic are severe for children, young people and adults. In all cases, any benefits in managing transmission should be weighed against any educational drawbacks. We will endeavour to keep any measures in to the minimum number of groups possible, and for the shortest amount of time possible. All measures will be kept under regular review and lifted as soon as the evidence supports that it is safe to do so. Measures affecting education and childcare settings across an area should not be considered in isolation, but as part of a broader package of measures.

Attendance restrictions should only ever be considered as a last resort. Where measures include attendance restrictions, the Department for Education (DfE) and Local Authority may advise on any groups that should be prioritised. Where operational changes are required, as much notice as possible will be given.

Collaboration

Multi-agency collaboration and communication is important in ensuring consistency in approach across England wherever issues occur, so that no group of children, pupils or students is unfairly disadvantaged. Local authorities, DsPH and DfE's regional schools' commissioners (RSCs) should maintain close working relationships through their regional partnership teams (RPTs).

St. Paul's will only implement measures in this plan in response to recommendations provided by the Director of Public Health (DsPH), UK Health Security Agency or the national government. Local authorities, DsPH and HPTs are responsible for managing localised outbreaks. They play an important role in providing support and advice to Wokingham Schools.

Risk Assessment

All risk assessments and arrangements to mitigate the spread of coronavirus ensure:

1. Good personal hygiene for everyone;

2. Appropriate cleaning regimes, including all desks being cleaned and sanitised at lunchtime, additional cleaning of pupil and staff toilets, all high touch points being cleaned frequently and thoroughly;
3. Occupied spaces are well ventilated and CO2 monitors are installed in every classroom and circulation spaces well ventilated. Classrooms are purged during break & lunchtime;
4. Public health advice on testing, self-isolation and managing confirmed cases of COVID-19 is followed;
5. Staff wear face masks in communal areas and on corridors.

Procedures which feature in our Risk Assessment:

1. Anyone exhibiting Covid-19 symptoms should not attend school;
2. Regular updates and guidance shared with parent community to ensure they are well informed as to the guidance and how they help minimise the risk of transmission within the school community;
3. Regular handwashing and sanitising;
4. Hand sanitiser available in every room in the school; classrooms and shared spaces, entrances and exits.
5. Children taught "Catch-it, Bin-it, Kill-it"
6. Children taught to sneeze/cough into their elbows
7. Visitors informed of the measures in place to reduce transmission
8. Twice weekly lateral flow testing in place for all staff – results reported to school and on the .gov.uk site;
9. Classrooms and all shared spaces will be well ventilated;
10. No small spaces used for group work/meetings etc.
11. PPE equipment in use for staff supervising children presenting with symptoms, and for first aid.

In addition, we:

1. Report confirmed cases to ChildrensCV19support@wokingham.gov.uk daily;
2. Publicise the broadest symptom list, not just the 'classic triad' – cough, temperature, loss or change to smell/taste;
3. Follow all guidance from WBC, WHO, UK Health Security Agency and GOV.UK;
4. Share our Outbreak Management Plan with all stakeholders;

The current guidance states that an outbreak of COVID-19 is:

- **An outbreak is 5 children, pupils or staff within a 10-day period who have been in close contact;**
- **10% of community who may have mixed closely e.g. activity group, sports team, form group, after school club.**

The outbreak could occur either on the school's site or in relation to outbreaks within the local community or wider geographical area, for example, an educational trip or transition day that involves mixed year groups.

Actions to consider when threshold is reached

At the point of reaching a threshold, we will review and reinforce the testing, hygiene and ventilation measures that we already have in place. We will also consider:

- whether any activities could take place outdoors, including exercise, assemblies, or classes ;
- ways to improve ventilation indoors, where this would not significantly impact thermal comfort;
- one-off enhanced cleaning focussing on touch points and any shared equipment;

A director of public health or an HPT may give settings advice reflecting the local situation. In areas where rates are high, this may include advice that local circumstances mean that the thresholds for extra action can be higher than set out in this document.

Management Plan

Topic	Contingency Framework	School Action	Impact
Testing	Lateral Flow testing of staff could be increased from twice weekly testing.	<ol style="list-style-type: none"> 6. All staff administer lateral flow tests twice a week and have done since September 2021. 7. If a member of staff is identified as a close contact of someone who has tested positive for COVID-19, they test daily for 7 days. 8. If recommended, staff will increase the frequency of home testing to daily tests. 	No impact to learning in school. Parents will be informed via ParentMail
Face masks	Use of face masks indoors (for staff) in primary schools.	<ol style="list-style-type: none"> 1. Face masks will be strongly encouraged and remain voluntary on site for all parents from January 2021. 2. Face masks will be worn by all staff indoors in communal areas. 3. Face masks will be worn by all visitors to the school. 4. If there is an outbreak in school, face masks will become compulsory for all staff, in all areas of school, unless eating or drinking. <p>Primary age children are not expected to wear a face mask.</p>	No impact to learning in school. Parents will be required to wear a face mask on site if an outbreak occurs. Parents will be informed via ParentMail
Shielding	Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people previously considered to be CEV are not being advised to shield again. If previously identified as CEV, individuals should take advice from a health professional on whether additional precautions are recommended	<ol style="list-style-type: none"> 1. Attendance is mandatory for all children in September. 2. If recommended by health care professionals, additional measures will be put into place to protect the safety of CV children and staff. 3. Remote teaching will only be authorised following DfE guidance. 	No impact to learning in school. If DfE advise CV children to work from home, a full programme of remote learning will be provided

Other	<p>In the event of an outbreak and after seeking advice from the WBC Covid Task Force, we consider limiting:</p> <ul style="list-style-type: none"> • residential visits • open events • transition or taster days • parental attendance on site • performances 	<ol style="list-style-type: none"> 1. Parents will have limited access to the site. They will be encouraged to communicate with the school office via phone or email. If parents need to enter the building, face masks will be required. 2. Performances will be limited or conducted in small groups. 3. School trips will be day visits only. 	<p>No impact to learning in school. Regular newsletters will keep parents informed about limited access to other events. In the event that arrangements have to be cancelled, parents will be informed via the email communication system in a timely manner.</p>
Limiting attendance (last resort)	<p>High-quality face-to-face education remains a government priority. Attendance restrictions should only ever be considered as a short-term measure and as a last resort, and only implemented as a result of public health advice in extreme cases where other recommended measures have not broken chains of transmission or on government advice in order to suppress or manage a dangerous variant and to prevent unsustainable pressure on the NHS</p> <p>In all circumstances, priority should continue to be given to vulnerable children and children of critical workers to attend to their normal timetables.</p>	<ol style="list-style-type: none"> 1. In the event of a full school closure, vulnerable children and children of critical workers will be able to attend the setting as normal. 2. Year groups bubble groups will be set up on site. 3. All classes will have access to quality remote learning via Microsoft Teams. 4. Remote learning lessons will be delivered by either the child's class teacher or the other teacher in the year group team. 5. Remote learning will be a mixture of live lessons and pre-recorded lessons as outlined in the Remote Learning Plan September 2021. 	<p>No impact to learning in school for all vulnerable children and children of critical workers. Limited impact for all other children as learning is not face to face, but via Teams. Daily lessons will be provided by a qualified teacher. Where possible, intervention groups will continue to take place online. In the event of a full school closure, parents will be advised of arrangements via ParentMail</p>
Workforce	<p>If restrictions on pupil attendance are needed, we will update our risk assessment to determine the workforce required onsite and if it is appropriate for some staff to work remotely. We will adhere to any guidance on clinically extremely vulnerable people.</p>	<ol style="list-style-type: none"> 1. The health status of all staff is known. 2. Priority will be given for all CEV and CV as per updated guidance from .gov.uk Where appropriate staff will be instructed to work remotely. 3. Information will be sought in the Spring term regarding critical worker status. This information will be used by senior leaders to put a plan in place in advance of any closures. 	<p>No impact to learning in school. Parents will be informed via ParentMail of the structure for remote learning.</p>

Safeguarding and DSLs	<p>There should be no change to local multi-agency safeguarding arrangements, which remain the responsibility of the 3 safeguarding partners:</p> <ul style="list-style-type: none"> • local authorities • clinical commissioning groups • chief officers of police <p>If attendance restrictions are needed we will continue to work with all safeguarding partners and remain vigilant and responsive to all safeguarding issues, with the aim of keeping vulnerable children safe, particularly as children will be learning remotely. We will continue to have due regard to any statutory safeguarding guidance.</p>	<ol style="list-style-type: none"> 1. If a vulnerable child is absent from school due to a positive COVID case, the school will ensure the vulnerable pupil has access to remote education and the work is completed. 2. The school will agree a plan with the social worker to maintain contact and offer support to the vulnerable family. 	<p>No impact to learning as access will be provided by the school.</p> <p>Vulnerable child and families are fully supported.</p> <p>No impact to learning in school for all vulnerable children attending school.</p>
School meals	<p>Schools should provide meal options for all pupils who are in school. Meals will be available free of charge to pupils who meet the benefits-related free school meals eligibility criteria.</p> <p>Lunch parcels will be provided for fsm pupils who are not attending school because they are symptomatic or have had a positive test result.</p>	<ol style="list-style-type: none"> 1. Monitor attendance daily via the Education Settings form. 2. Any child in receipt of FSM who is absent due to COVID, will receive a lunch parcel. 	<p>All eligible children receive school meal entitlement.</p>

[Schools coronavirus \(COVID-19\) operational guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/schools-coronavirus-covid-19-operational-guidance)

Additional information to inform if there is an outbreak in the context of a school or other educational setting from GOV.UK is available here: [Contingency framework: education and childcare settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/contingency-framework-education-and-childcare-settings)



St Paul's C of E Junior School - Remote education provision

This information is intended to provide clarity for pupils and parents about what to expect from remote education if a class, cohorts or the entire school is required to remain at home.

Will my child be taught the same curriculum as they would if they were in school?

We will teach the same curriculum remotely as we do in school, wherever possible and appropriate. The class teacher will publish a timetable for each day to ensure that the children are clear about their learning. A typical day will include a live Maths and English lesson and at least one live foundation subject. We may need to make adaptations in some lessons. For example, in Art or Music, we may set a different task to the one we would teach in school due to the need for specialist equipment, or we may use a published lesson from a DfE recommended provider. The work we set across each day will be a mixture of on-line and off-line activities.

How long can I expect work set by the school to take my child each day?

We will set work that is of equivalent length to the core teaching that pupils would receive in school. As a minimum, this will be 4 hours a day, on average, across Years 3 to 6. We understand that some children may need longer to complete the independent work set, however, we would not expect this to exceed the length of a 'normal' school day.

How will my child access any online remote education you are providing?

Work will be set on a daily basis via MS Teams and may include links to other online platforms. All pupils have been issued with the log ins and passwords they will require to access their work. For problems with access, please contact IT_Tech@stpauls.wokingham.sch.uk

If my child does not have digital or online access at home, how will you support them to access remote education?

Where a family has no computer or tablet – we will organise the loan of a laptop .Pupils without access to a fixed broadband connection, may be eligible for a free mobile data increase from their provider. Pupil Premium pupils without access to a fixed broadband connection, may be eligible for support with a 4G wireless router. For more details regarding eligibility contact IT_Tech@stpauls.wokingham.sch.uk

How will my child be taught remotely?

- live teaching for daily Maths, English and some foundation subjects. We may also make use of recorded teaching (e.g. video/audio recordings made by teachers or published resources such as Oak Academy and BBC Bitesize lessons which relate directly to our curriculum).
- independent learning resources (e.g. teacher generated PowerPoint/Smart Note Book lesson presentations).
- reading material pupils have access to at home (e.g. RNIB e-books, First News - online, own books).
- commercially available websites such as Times Tables Rock Stars, Spelling Frame, My Maths, Read Theory etc – all of which can be accessed via MS Teams account.

What are your expectations for my child's engagement and the support that we as parents and carers are responsible for providing at home?

Pupils are required to adhere to the Student Code of Conduct for Remote Learning. Parents are asked to ensure that their child has a quiet place in which to sit and work and that they engage in learning. They are responsible for ensuring their child behaves appropriately when online. Pupils should be available for learning from 9.00am and complete all work to a good standard, completing all of the tasks set. The chat facility is solely for pupils to seek clarification or support from the class teacher or learning mentor, if unsure of how to complete a task. Pupils should attend the daily class drop in.

If your child has not engaged in remote learning for two consecutive days, as noted by a lack of online presence, we will contact you by phone to offer our support (please note that the call is likely to be from a withheld number). If a pupil repeatedly fails to submit assignments and has not contacted their teacher directly, we will contact parents via ParentMail or by phone.

Where families have requested hard copies of work, assignments should be posted/dropped off at school at the end of each week. Should the teacher have any concerns, will discuss them with parent and pupil during a catch-up telephone call.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes, marked automatically via digital platforms are also valid and effective methods, amongst many others. The aim of assessment is to move learning on and therefore the format and frequency will be determined by the nature of the task and a pupil's performance. In all cases, feedback will be meaningful and used to improve pupil outcomes.

Strategies might include:

- 'in the moment' assessment, feeding back orally to individuals and the whole class during live sessions or group work.
- Individual written feedback in response to MS Chat questions.
- Whole class feedback may be given at the start of a live lesson or during the daily live class drop-in.
- Written feedback in response to assignments submitted via MS Teams (this will be indicated by a red dot on the bell icon).
- Self-assessment using success criteria provided by the teacher.
- Instant self-evaluation using a mark scheme.

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families and will work with parents to support in the following ways:

- Learning profiles will be shared to ensure parents are clear about the type of support their child will benefit from at home.
- Loan of resources e.g. Numicon, maths equipment, visual timetable. Reading scheme books.
- Teachers will set suitably adapted activities and tasks and provide additional resources to support independent learning.
- Pupils will be able to access voice activated software via their Office 365 account and to Immersive Reader on MS Teams.

- Pupils may be invited to small group or 1:1 sessions with their teacher or learning mentor, as appropriate.
- Teachers and learning mentors may request a child remains on a call when the input to a whole class has finished.
- Where appropriate, targeted support from the Inclusion Manager.
- In some cases, teachers may get in touch with a parent directly to arrange an online meeting to discuss specific work, learning strategies and resources.

Remote education for self-isolating pupils

How we support home learning for those who need to self-isolate because they have tested positive (if they are well enough to do so) will differ to how remote education is provided for whole groups. This is due to the challenges of teaching pupils both at home and in school simultaneously.

For pupils testing positive but fit enough to learn, teaching resources, activities and links to whole school events, such as assemblies, will be posted in Assignments on MS Teams by lunchtime on Day 1. They will be accompanied by clear instructions of how to complete each task. Submitted assignments will be responded to and feedback given. For safeguarding purposes, the class teacher will make a weekly call home to speak to the pupil and their parents.