



Ryders Hayes

WELCOME BACK TO
RYDERS HAYES

2020/21



BUILDING ON THE SUCCESSES OF OPERATION RESET

- children's resilience
- staff strength and motivation
- following of procedures & processes to keep everyone safe
- timing: staying on track and being punctual has been key
- communication both between and within teams; across school and with parents
- huge team effort from *The Ryders Hayes Family*

OUR
RECOVERY
PHASE
BEGINS...



Guidance for full opening - schools

Published 2 July 2020

Department for Education



Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later.



Department
for Education

The Public Health Principles

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school.

What does the guidance tell us?

- How to minimise the risk of transmission in school (Public Health).
- School operations
- Curriculum, behaviour and pastoral support
- Assessment and accountability
- Contingency planning to provide continuity of education in the case of a local outbreak

Context



The balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19),

- We will be making judgments at a school level about how to **balance** and minimise any risks from coronavirus (COVID-19) with providing a full educational experience for our children.
- Have **proportionate protective measures** in place for children and staff, which also ensure that all pupils receive a **high-quality education** that enables them to thrive and progress.
- **Minimise the number of contacts that a child has during the school day**
- **Plan for the possibility of a local lockdown** and how we will ensure continuity of education through remote learning.



Coronavirus (COVID-19): guidance and support

RISK ASSESSMENT



Confederation
of School Trusts

brownejacobson_{LLP}



Walsall Council





Revised risk assessments ...

- a revised risk assessment will be in place, upscaling for all pupils and staff
- these measures then create an **inherently safer environment for children and staff** where the risk of transmission of infection is substantially reduced.



System of Controls – Schools’ main way of reducing risk

- the hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) outbreak in school, create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

Essential measures include:

a requirement that people who are ill stay at home

robust hand and respiratory hygiene

enhanced cleaning arrangements

active engagement with NHS Test and Trace

plans to reduce contacts and maximise distancing between those in school wherever possible



Plans include :



grouping children together

avoiding contact between groups

arranging classrooms with forward facing desks

staff maintaining distance from pupils and other staff as much as possible

Plans include:



minimising contact between individuals and maintain social distancing wherever possible



No face coverings in schools. (This evidence will be kept under review).



Regular cleaning of toilets - pupils must be encouraged to clean their hands thoroughly after using the toilet

Principles of minimising contact:

Schools must do everything possible to minimise contacts and mixing whilst delivering a broad and balanced curriculum.

This can be achieved through keeping groups separate (in ‘**bubbles**’) and through maintaining social distancing:

- **for younger children** the emphasis will be on **separating groups**, and not social distancing within their group.
- **for older children it will be on distancing**, and not touching staff where possible.
- **consistent groups** reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group.
- **maintaining distinct groups** or ‘**bubbles**’ that do not **mix**, makes it quicker and easier in the event of a positive case to identify those **who may need to self-isolate**

Groupings

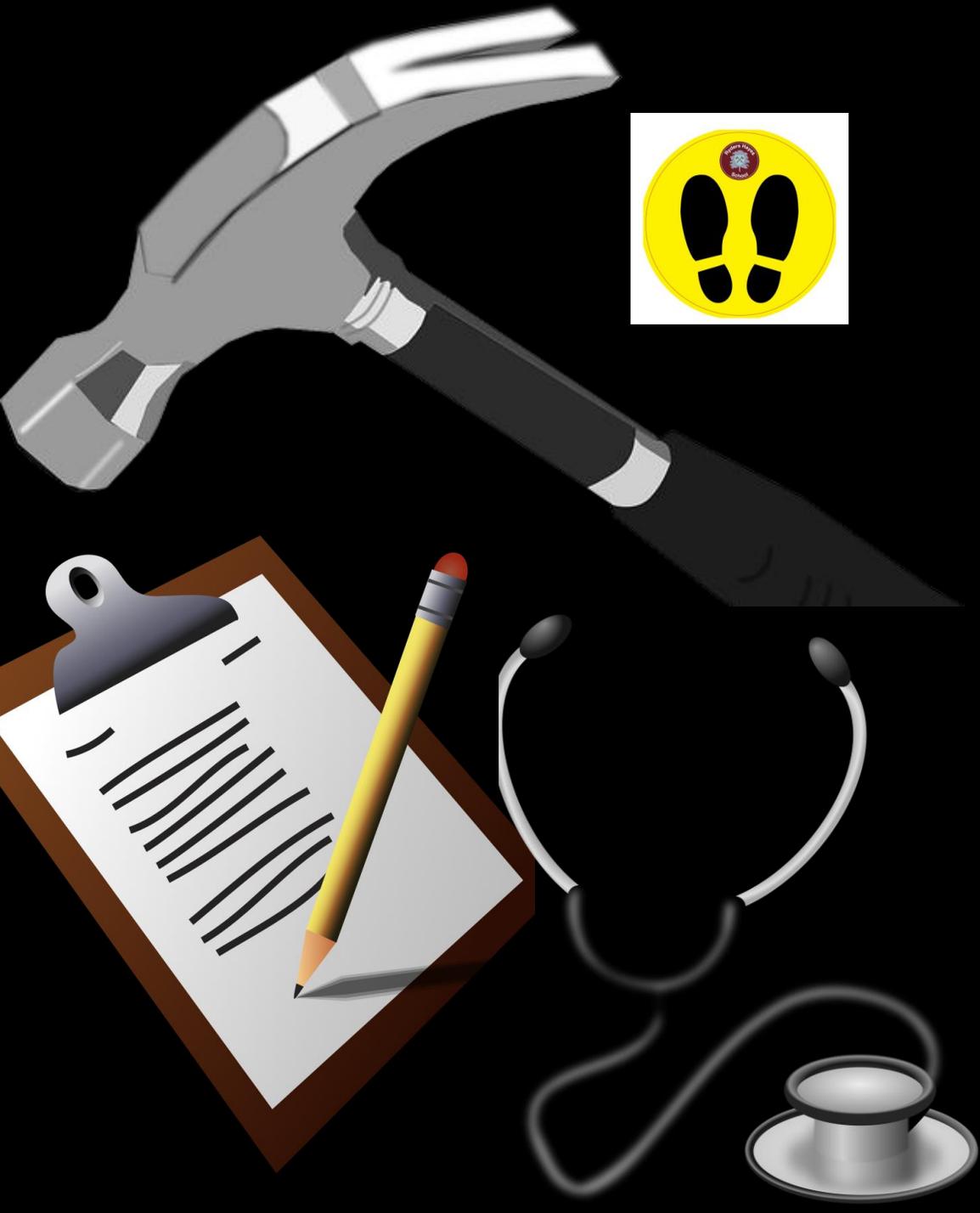


At primary school, our groups will be the size of a full class.

Schools with the capability should limit interaction, sharing of rooms and social spaces between groups as much as possible. Younger children will not be expected to maintain social distancing.

Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options and will still bring benefits even if implemented partially.

Schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care. Siblings can also be in different groups.



Movement in school

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.

Where staff need to move between classes / year groups, they will try to keep their distance from pupils and other staff - ideally 2 metres from other adults.

Peripatetic teachers, specialists, therapists, and other support staff for pupils with SEND can provide interventions as usual. They should ensure they minimise contact / maintain a distance from other staff

Most other visits by contractors etc. will happen outside of school hours. A record will be kept of all visitors.

Measures within the classroom

We know that maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission.

Ideally, adults should maintain 2 metre distance from each other, and from children when circumstances allow. Close face to face contact should be avoided and minimal time spent within 1 metre of anyone

For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children

When staff or children cannot maintain distancing, particularly with younger children, the risk is reduced by keeping pupils in the smaller, class-sized groups.

Pupils will be seated side by side and facing forwards, rather than face to face or side on,

No mixing of groups



Groups kept apart - no large gatherings such as assemblies or collective worship with more than one group.



Passing briefly in the corridor or playground is low risk, but movement around school will be controlled to avoid corridors, entrances and exits .



Staggered break times and lunch times (allowing for cleaning surfaces in the dining hall between groups) will help to avoid overcrowding..

Start and End of the School Day



- **Staggered start and finish times** will help to keep groups apart as they arrive and leave school.
- Staggered start and finish times **will not reduce the amount of overall teaching time.**
- **Drop off and collection points** will be designated
- **No gathering of parents at the school gates and otherwise coming onto the site without an appointment**
- **Use of common land** adjacent to the school for Year5/6 collection and drop off
- **Walking bus** to Old House at Home for **Year 4**





Avoid public transport...

- We encourage parents, staff and pupils to walk or cycle to school, if at all possible. We may consider using more 'walking buses' (a supervised group of children being walked to, or from, school over time).



IMPORTANT PARENT NOTICE

When dropping/collecting children:

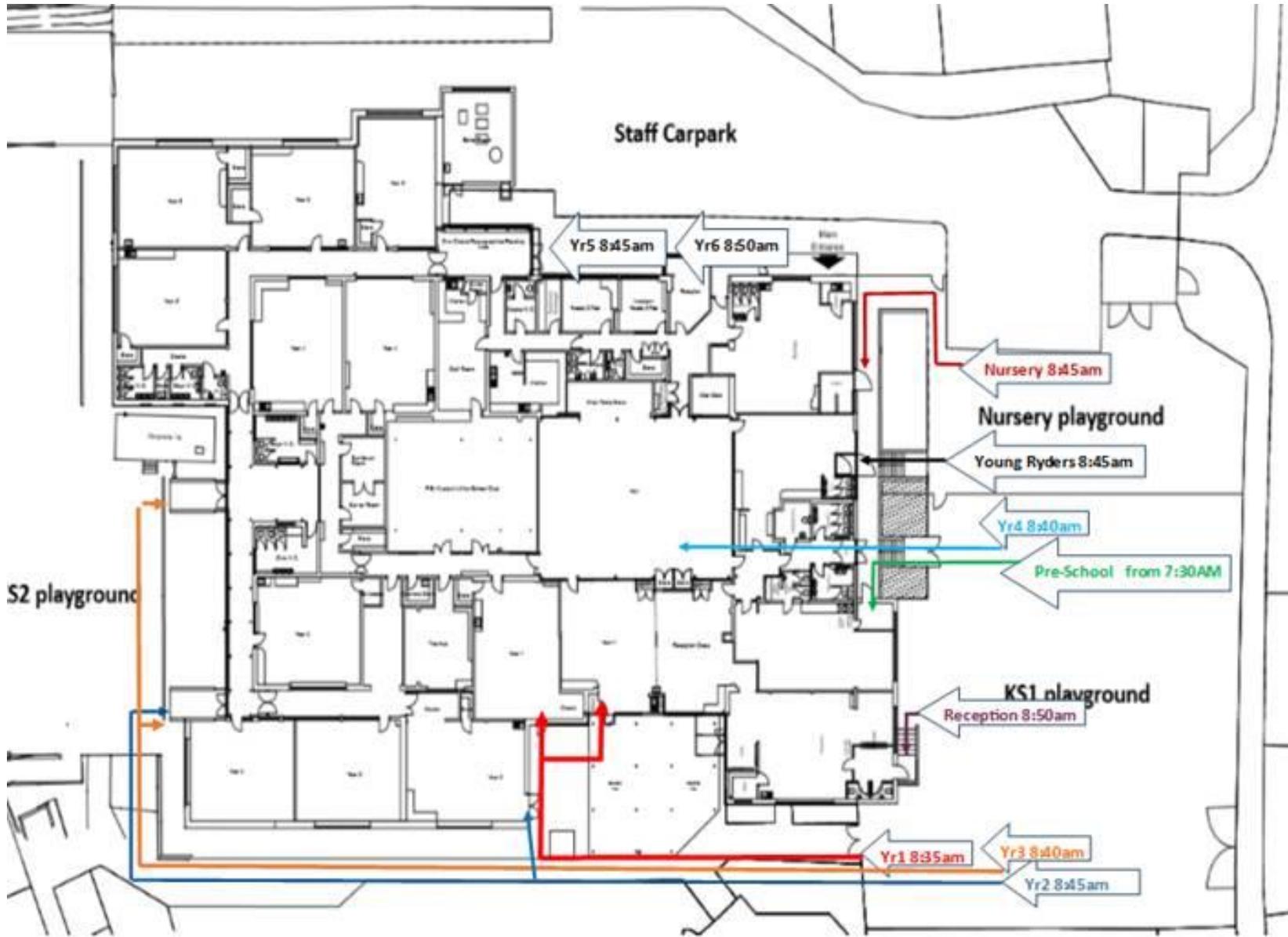
- **One adult only** to collect/drop-off.
- **Maintain a 2 metre distance when waiting** at all times.
- **Use markings** to observe 2 metre distance.
- **Always arrive at your allocated times.**
- **Collect & Go** - leave as soon as you have collected your child.
- **Only communicate with staff via phone/email.**
- **No gatherings** on/around school site.
- **Maintain social distancing** to and from school.

STAY ALERT ▶ CONTROL THE VIRUS ▶ SAVE LIVES



S O C I A L
←-----→
D I S T A N C I N G





START OF THE DAY



Pre-school entrance



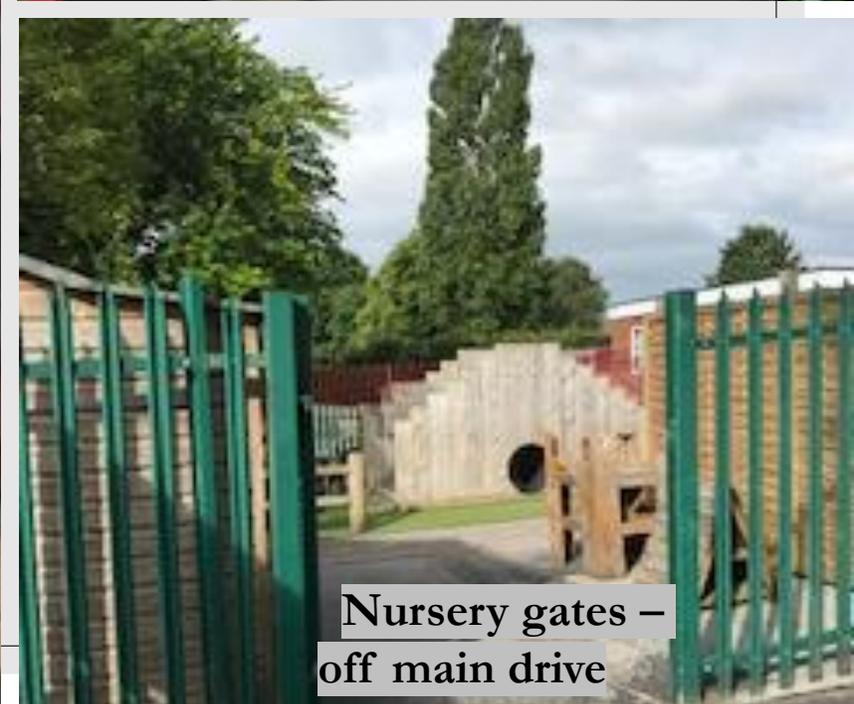
Nursery entrance



KS1 entrance –
double doors



Young Ryders
entrance



Nursery gates –
off main drive



Main gates (playground)



School drive



Reception entrance

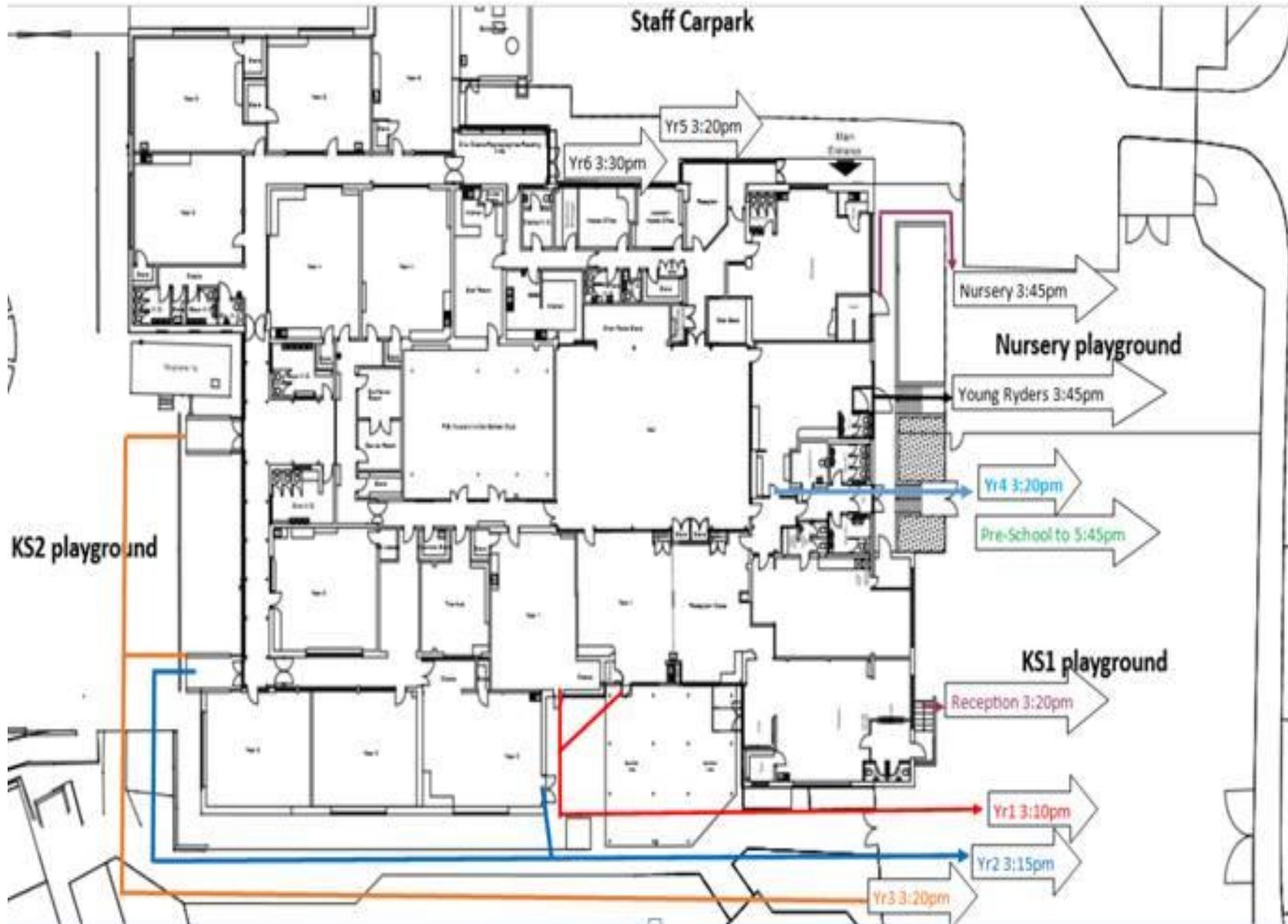


Side gate to KS2



Common land for Yr5/6

Class	Time in	Time out	Entrance/Exit	Notes	Break	
Pre-school	From 7:30	To 17:45	own		-	
Nursery	8:45	15:45	own		-	
YR	8:45	15:45	own		-	
Reception	8:50	15:20	own			
Year1	8:35	15:10	side gate/through 1B/1J		10:40-10:55 KS1 PG	
Year2	8:45	15:15	side gate/2B own classroom +side gate/single KS2 playground door		10:40-10:55 KS1 PG	
Year3	8:40	15:20	Side gate/ 3W single KS2 playground door/3F double playground doors		10:15-10:30	
Year 4	8:40	3:20	KS1 Double doors/through Hall		Walking Bus –drop off/ collection Old House at Home	10:15-10:30
Year 5	8:45	3:20	Drive /Library doors (previously cloakroom)		Member of staff supervises on carpark Common Land	10:35-10:55
Year 6	8:50	3:30	Drive /Library doors (previously cloakroom)		Member of staff supervise on carpark Common Land	10:35-10:55



END OF THE DAY



Resources and shared equipment



For **pencils and pens**, it is recommended that staff and pupils have their own items that are not shared. **These will be provided and kept in individual trays.**



Pupils should limit the amount of equipment they bring into school each day, to essentials such as **lunch boxes, hats, coats, books, stationery and mobile phones (Year5/6 only). Bags are allowed.**



Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Rules on hand cleaning, cleaning of the resources and rotation apply



Classroom books and games shared within the bubble will be cleaned regularly, along with all frequently touched surfaces.

Resources shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently between bubbles or rotated to allow them to be left unused for 48 hours (72 hours for plastics) between use by different bubbles.

Outdoor playground equipment will be frequently cleaned.

Should anyone show symptoms...

Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:

- **book a test** if they are displaying symptoms. Staff and pupils must **not come into the school if they have symptoms**, and must be sent home to **self-isolate** if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- provide **details** of anyone they have been in **close contact with, if they were to test positive** for coronavirus (COVID-19) or if asked by NHS Test & Trace
- **self-isolate** if they have been in close contact with someone who **develops coronavirus** (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)





Home-testing kits

- By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, Advice will be provided alongside these kits.

Attendance

Now the circumstances have changed and it is **vital** for all children to return to school to minimise the longer-term impact of the pandemic on children's education, wellbeing and wider development.

Missing out on more time in the classroom risks pupils falling further behind.

Those with higher overall absence tend to achieve less well in both primary and secondary school.

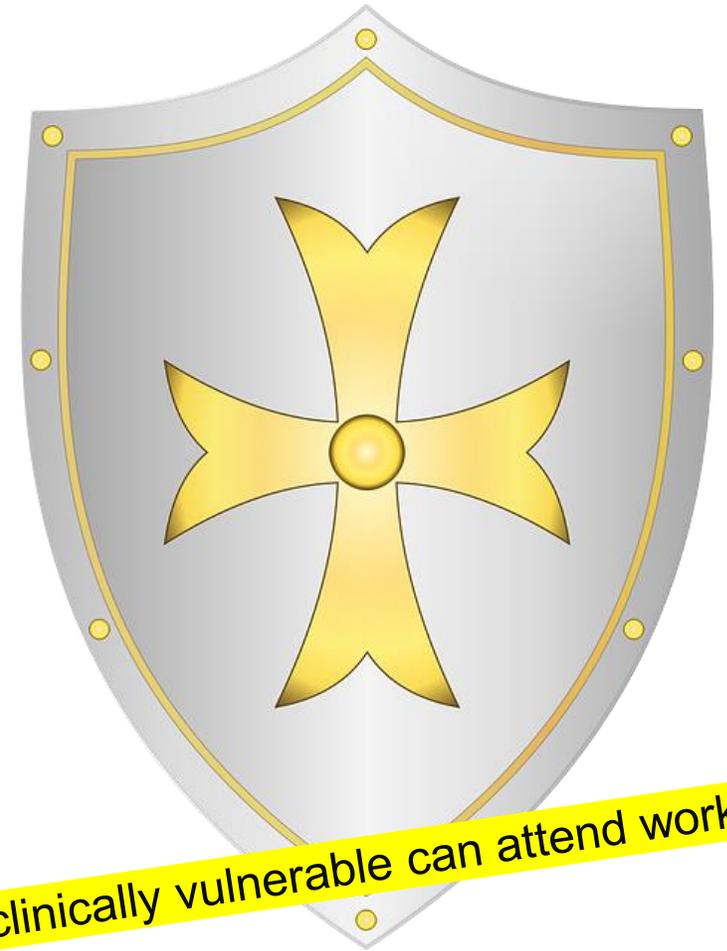
School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:

- **parents' duty** to secure that their child attends regularly at school
- schools' responsibilities to **record attendance and follow up absence**
- **sanctions, including fixed penalty notices** in line with local authorities' codes of conduct

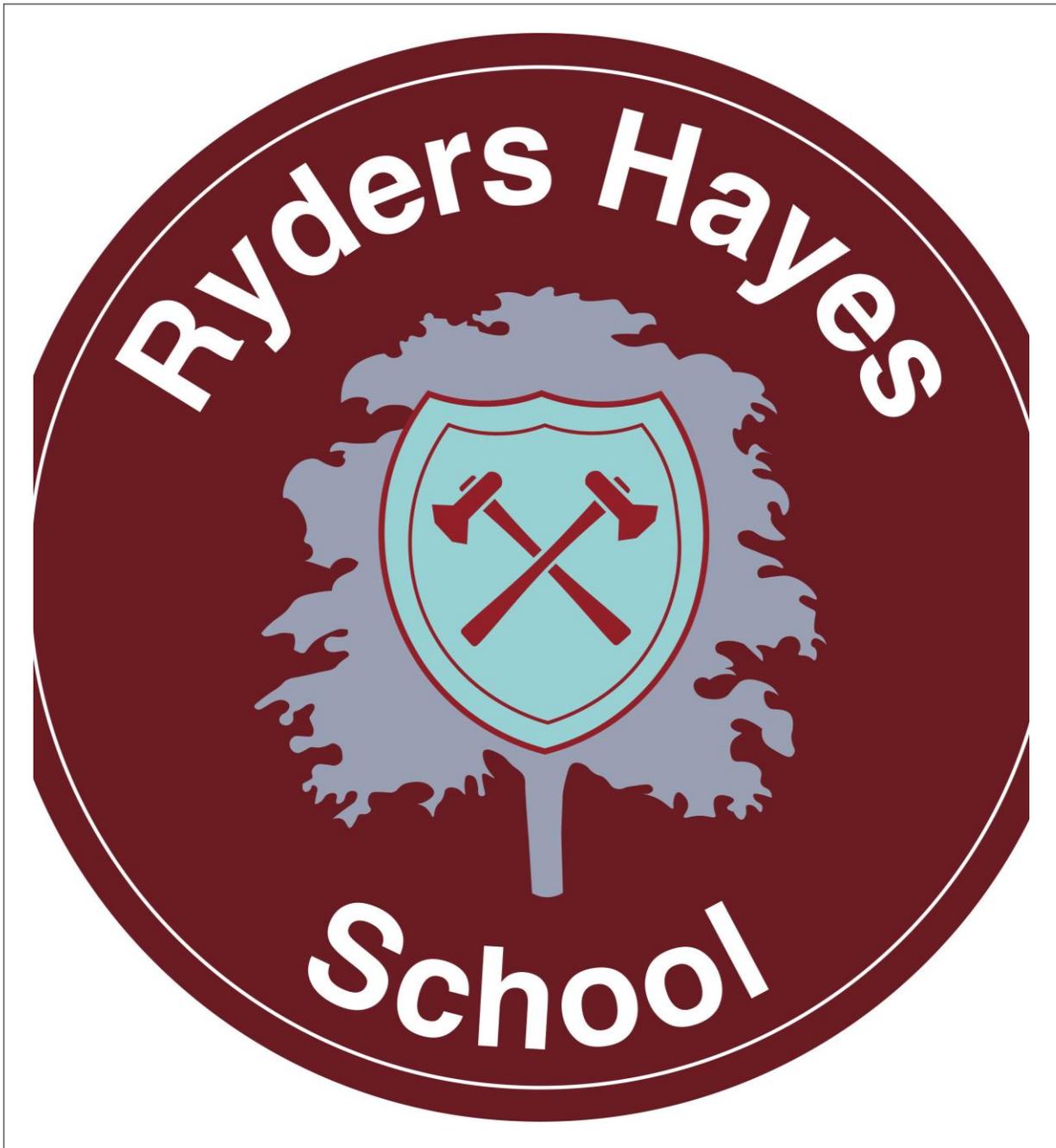


Shielding

- some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to **discuss their care with their health professional before returning** to school in September. Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, **we will be able to immediately offer access to remote education.**
- Where children are unable attend school as **parents are following clinical and/or public health advice, absence will not be penalised.**

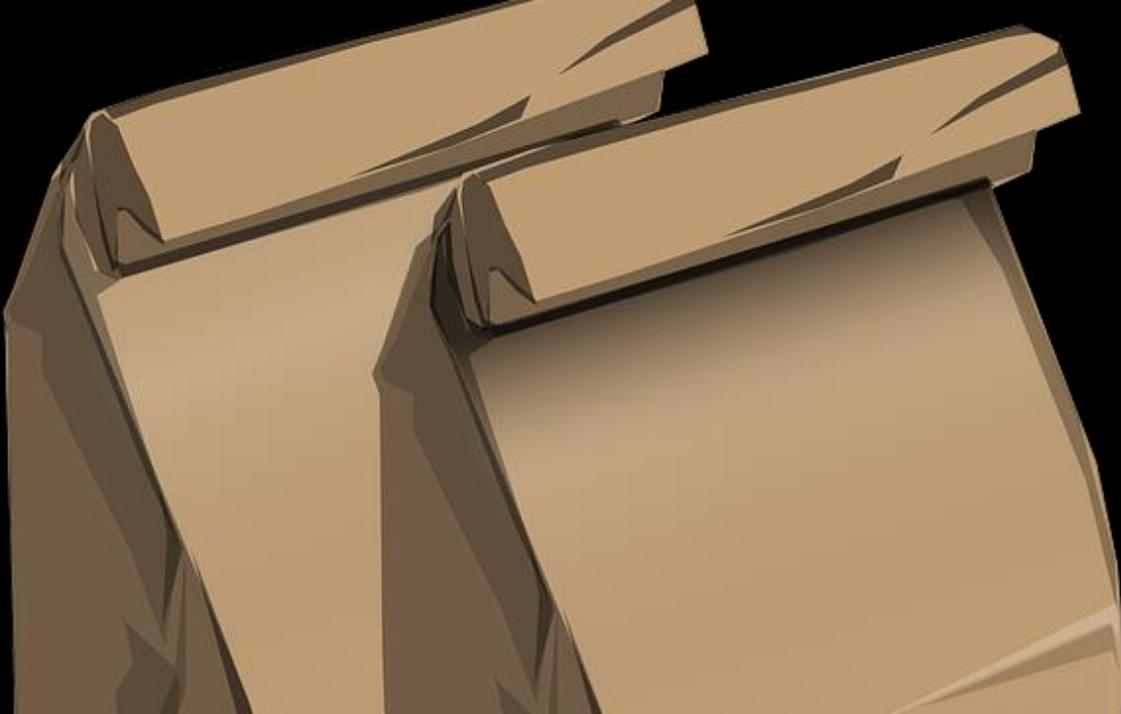


People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend work.



Uniform

- School will have its **usual uniform policy** in the autumn term.
- Uniform can play a valuable role in contributing to the ethos of the school and setting an appropriate tone. It helps children to feel that they belong.
- Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.
- Please contact Mr McDonald if your family is struggling to provide uniform for September.



Lunches

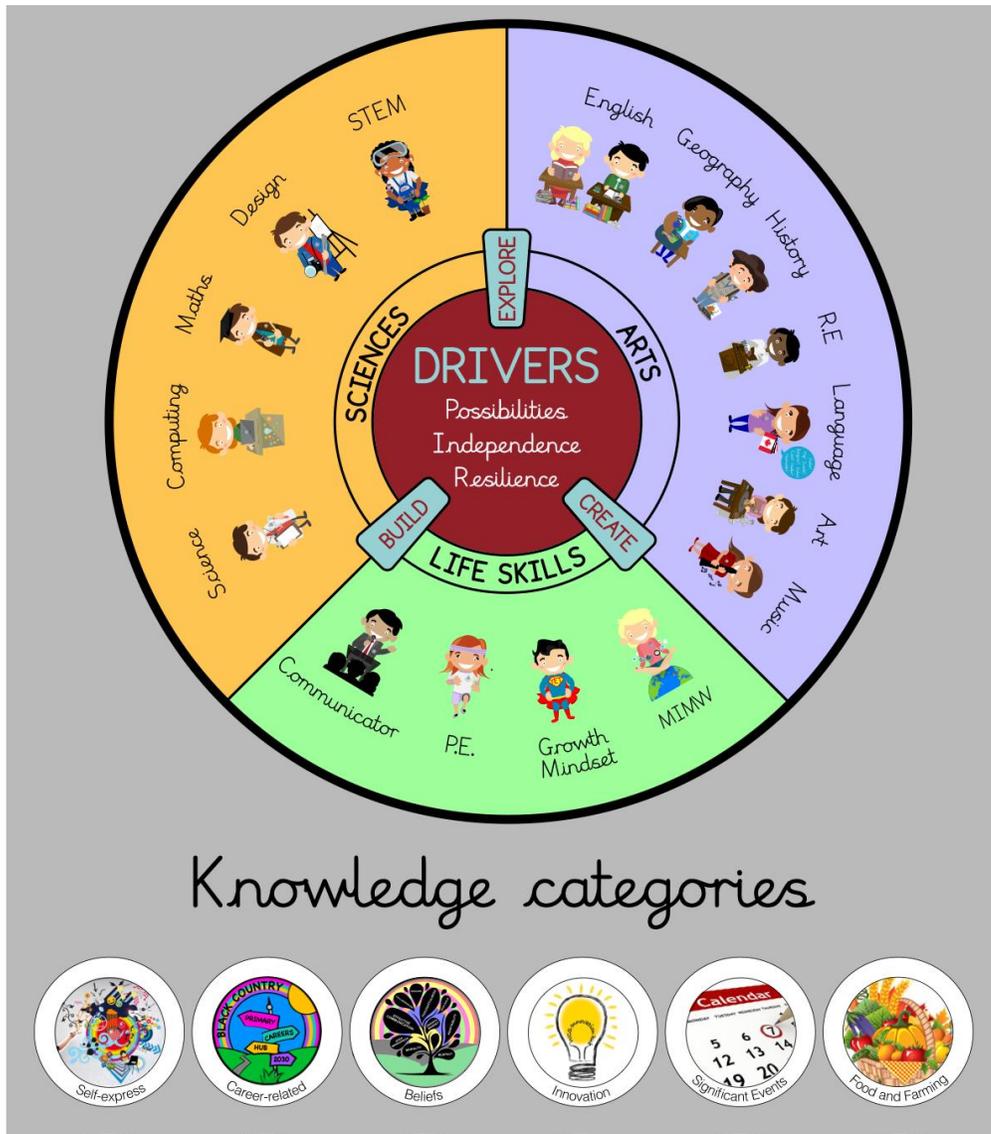
- Pupils will have **staggered lunchtimes**
- Nursery/Young Ryders and Pre-school children will eat in their bases with the staff
- **Only sandwiches/packed lunches** will be available from AIP
- **Classes will eat in class/in Hall/in Art Area/outside on picnic benches** (weather permitting)
- Lunchbreaks are likely to be shortened to **45 minutes for Years 1-6**, dependent upon outcome of consultation

Breakfast and After-School Club

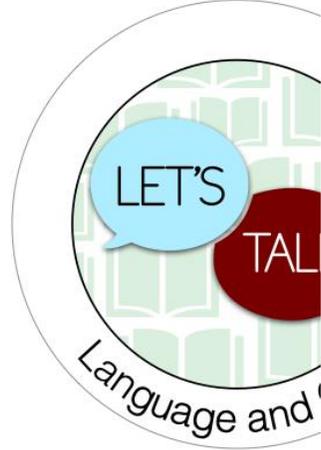


- We will consider resuming our breakfast and after-school provision, as soon as we feel able to. **We recognise that parents will want this support and we will try to respond flexibly and build this up over time.**
- We also need to advise you to **limit the number of different wraparound providers you access, as far as possible.** Where you use childcare providers or out of school activities for your children, please seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.
- **As with physical activity during the school day, contact sports should not take place in or out of school.**

Ryders Hayes' curriculum



- **Key principles** underpin curriculum planning:
- **teaching of an ambitious and broad curriculum**, developed over the last two years, in all subjects from the start of the autumn term, but making use of existing flexibilities to **create time to cover the most important missed content**.
- **education is not optional**: all pupils will receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- **all our pupils will continue to be taught a wide range of subjects**, maintaining their choices for further study and the world of work.
- **access to high quality remote education**, which aligns as closely as possible with in-school provision: we are building our capability with GSuite to educate all pupils remotely, where this is needed as well as in class.
- **prioritisation within subjects of the most important components for progression** is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. We will consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading



Assessment

- Curriculum planning will be informed by an **assessment of pupils' starting points and address the gaps in their knowledge and skills**, in particular, making effective use of:
 - regular formative assessment (for example, quizzes, observing pupils in class),
 - talking to pupils to assess understanding, scrutiny of pupils' work

Remote Learning



Our remote education will be integrated into school curriculum planning:

- **Our recent developments with EdTech and a Google Demonstrator School means that we are trained and ‘up and running’ with GSuite to be able to deliver high-quality remote learning, incorporating Seesaw, and live lessons from September.**
- Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.
- Any pupils educated at home for some of the time will be given the support they need to master the curriculum and so make good progress.
- There is a coherent plan for returning to their normal curriculum for all pupils long before by the summer term 2021 DfE deadline.
- Relationships and health education (RHE) for primary aged pupil schools becomes compulsory from September 2020.

Remote Learning in case of outbreak

- We have the capacity to offer immediate remote education. We are continuing to improve the quality of our existing offer through G Suite, which enables us to deliver live lessons. We have a strong contingency plan in place for remote education provision if required.



Remote Learning



In developing these contingency plans, we will :

- use a **curriculum sequence** that allows access to high-quality online and offline resources and teaching videos, and that is **linked to the school's curriculum expectations**
- give access to **high quality remote education** resources
- **develop online tools (through G Suite)** consistently used across the school, in order to allow interaction, assessment and feedback,
- **provide printed resources** for pupils who do not have suitable online access
- **recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support**, and so work with families to deliver a broad and ambitious curriculum for these pupils.

Quality of Remote Learning

When teaching pupils remotely, we will:

- set assignments so that pupils have **meaningful and ambitious work each day** in a **number of different subjects**
- teach a **planned and well-sequenced curriculum** so that knowledge and skills are built incrementally, with real clarity about what is taught and needs to be practised in each subject
- **provide frequent, clear explanations of new content, delivered by a teacher in the school** or through high quality curriculum resources and/or videos
- **gauge how well pupils are progressing through the curriculum**, using questions and other suitable tasks and setting clear expectations re: how often teachers will check work
- enable teachers to **adjust the pace or difficulty of what is being taught in response to questions or assessments**, including revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of **equivalent length to the core teaching pupils would receive in school, including daily contact with teachers**





Our Wider Curriculum

- Outdoor sports will be prioritised and the hall space used where it is not possible to be outside, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene
- Music will not include singing or playing wind/brass instruments in school to limit droplet transmission – peripatetic lessons will continue remotely initially
- We are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where we are satisfied that this is safe to do so. We will consider carefully how such arrangements can operate within our wider protective measures before they are offered to children.



Pupil wellbeing and support



- support the **rebuilding of friendships and social engagement**
- address and **equip pupils to respond to issues linked to coronavirus** (COVID-19)
- support pupils with approaches to **improving their physical and mental wellbeing**
- provide **more focused pastoral support** where issues are identified that individual pupils may need help with, **drawing on external support** where necessary and possible. We will also consider support needs of particular groups we are already aware need additional help.

Behaviour Policy

- We have updated our behaviour policy with the new rules and expectations which relate to pupils in these unprecedented times, in order to keep everyone safe.
- We have reasonable and proportionate expectations of pupils.

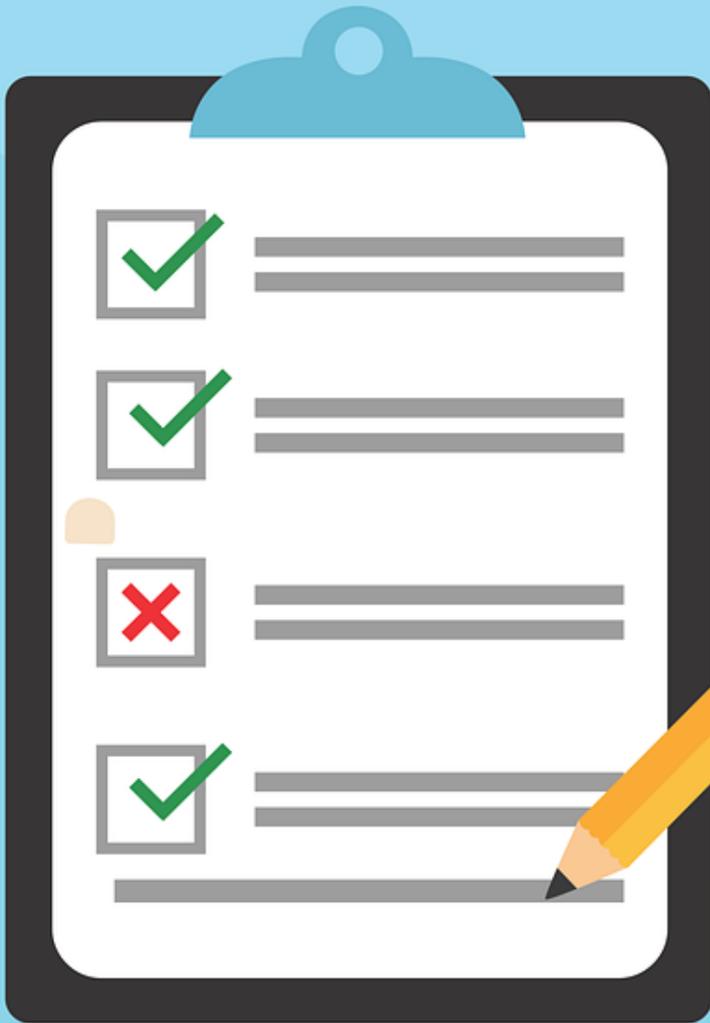


Statutory assessment

Statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2021 in accordance with their usual timetables. This includes:

- the **phonics screening check**
- **key stage 1 tests and teacher assessment**
- the **Year 4 multiplication tables check**
- **key stage 2 tests and teacher assessment**
- statutory trialling
- The statutory rollout of the reception baseline assessment has been postponed until September 2021,

The Standards and Testing Agency (STA) are **reviewing requirements for the phonics screening check in year 2** (following the cancellation of the 2020 assessment) and also arrangements for implementation of the engagement model (for the assessment of pupils working below the national curriculum and not engaged in subject specific study)



Local Outbreak/ Contingency Plans

- If we have a spike in infection rates, appropriate authorities will decide which measures to implement to contain the spread. The DfE will be involved in decisions at a local/national level affecting a geographical area and will support individual settings to follow the health advice.
- **For individuals or groups of self-isolating pupils, remote education plans would be in place.** These would meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19).
- In the event of a local outbreak, the PHEngland or local authority may advise a school or number of schools to close temporarily to help control transmission. **We have a contingency plan for this eventuality.** This may involve **a return to remaining open only for vulnerable children and the children of critical workers** and providing remote education for all other pupils.





Welcome back....

We look forward to welcoming each and every one of our pupils and staff back on 2nd September and to opening our doors for the first time to some of our youngest pupils for 2020, joining The Ryders Hayes Family.

Look out for...

- Your individual Parentmail about your start and finish time;
- Drop off and collection points
- Pupils' holiday project

See you soon!



'Do the right thing to be the best you can be'...

