

## PLANS FOR THE FULL OPENING OF SCHOOL – SEPTEMBER 2020

21 August 2020

Dear Parents/Carers,

I wrote to you on 16<sup>th</sup> July with an outline of our plans to welcome back all children to school in September. I am writing to you today with more detailed information about what to expect and hopefully answer some questions you might have. Some of you may be a little anxious about having your child(ren) return to school after (in many cases) a very long time, particularly if your child is joining us for the first-time next month. My hope is that the information below will help ease some of your potential anxiety and give a clearer picture as to what school will look like.

As has been the case for the past few months, all of our plans are underpinned by government guidance. Should you wish, you can read this in full [here](#). You are also encouraged to visit [gov.uk/backtoschool](http://gov.uk/backtoschool) after reading the information below for practical guidance on planning for your child's return to school.

I understand there is a lot of information in this letter. This is because it is important for you and your child to get a feel for what school will be like in September and know the procedures we will follow in different scenarios. We would encourage you to talk to your child about some of the information in this letter.

Thank you for your support and our very best wishes go to you all. We very much look forward to welcoming the children to school in September, whether it be for the first time or just the first time in a long time.

Yours sincerely,



Mr. C. Brown  
Headteacher  
Orchard Academy



Mr. I. Mohamed  
Chair of Local Advisory Board  
Orchard and Shepherdswell Academy



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## Information about the full reopening of school in September 2020

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## Who can come to school and when?

We are expecting **all** children to be back in school full-time from September. The government have made this their clear intention and it will be our working assumption until we hear anything different from them.

**Children in Year 3** will therefore start school from **Monday 7<sup>th</sup> September 2020**.

**Children in Years 4, 5 and 6** should come to school from **Tuesday 8<sup>th</sup> September 2020**.

**Anyone who is ill should not come to school.** This is very important in minimising the risk of spreading coronavirus (COVID-19).

Government guidance states:

*When we made the decision to ask schools to open only to a small number of children, this was done with the aim of reducing transmission of coronavirus (COVID-19), to protect the NHS and save lives. As the situation improved, we began to consider how we could bring more children and young people back into schools, and supported primary schools to do so from 1 June, focusing on some year groups being educated in small 'bubbles', and secondary schools from 15 June, with year 10 and 12 spending some time in school in small groups, with public health risk reduction measures in place. Since 15 June, primary schools have also had flexibility to bring back other pupils where they have space to do so.*

*Now, the circumstances have changed. The prevalence of coronavirus (COVID-19) has decreased, our NHS Test and Trace system is up and running, and we are clear about the measures that need to be in place to create safer environments within schools.*

Please note that whilst it is our full intention to welcome all pupils back in September, the possibility of a local lockdown remains, should the COVID-19 situation worsen again in Milton Keynes. In the event of a local lockdown, school may be closed and we would resume our online learning provisions.

## Does my child have to come to school?

**Yes.** From the dates stated in the previous section, your child should return to school and the usual rules on school attendance will apply, including:

- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- schools' responsibilities to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

The government guidance states:

*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.*

*Lower academic achievement also translates into long-term economic costs due to having a less well-qualified workforce. This affects the standard of living that today's pupils will have over the course of their entire life. For many households, school closures have also affected their ability to work. As the economy begins to recover, we need to remove this barrier so parents and carers can return to work.*

*Given the improved position, 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*

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*(COVID-19)...As a result, we can plan for all children to return and start to reverse the enormous costs of missed education. This will be an important move back towards normal life for many children and families. While coronavirus (COVID-19) remains in the community, this means making judgments at a school level about how to balance minimising any risks from coronavirus (COVID-19) by maximising control measures with providing a full educational experience for children and young people... In March when the coronavirus (COVID-19) outbreak was increasing, we made clear no parent would be penalised or sanctioned for their child's non-attendance at school. Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible 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.*

## Should my child come to school if they were previously shielding?

The vast majority of children will be able to resume schooling from September. The government and medical practitioners now know much more about coronavirus (COVID-19) and so going forward there will be far fewer children advised to shield, even if community transmission rates of the virus are high.

However, the government guidance says we should note that:

- *a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)*
- *shielding advice for all adults and children paused on 1 August due to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the [current advice on shielding by clicking here](#)*
- *if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).*
- *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 (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at [COVID-19 - 'shielding' guidance for children and young people](#)*

*Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below).*

*Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.*

## Will the school minibus be operating?

**Yes.** Pupils accessing the school minibus service tend to be consistent and do not mix with the general public. According to the government, this means that, unlike on public transport, the advice for passengers to adopt a social distance of two metres from people outside their household or support bubble (or a 'one metre plus' approach where this is not possible), **will not apply to the school minibus**. Therefore, the school minibus **will** operate. Please note that pupils using the minibus service will be required to:

- use hand sanitiser upon boarding and disembarking the minibus
- queue up and board the vehicle sensibly

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- sit in the seat allocated to them by the minibus driver (Mr. Cox) and chaperone (Miss Oakley)

Children on the school minibus do not need to wear a face covering, since face coverings are not advised for anyone under the age of 11.

## What if my family uses public transport to get to school?

The government expect that public transport capacity will continue to be constrained in the autumn term. Their guidance states that its use by families travelling to school, particularly in peak times, should be kept to an absolute minimum if possible. We therefore encourage parents, staff and pupils to walk or cycle to school if at all possible, for the foreseeable future. However, we know these options will not be suitable for all. Families needing to use public transport should refer to the [safer travel guidance for passengers](#).

## What will the times of the school day be and where should my child enter/exit the school site?

As detailed in our letter on 16<sup>th</sup> July, there will be a **staggered start and finish** for different year groups until further notice. This is to allow the safe entry and exit of pupils, whilst aiming to ease congestion around the school site and on public transport. The stagger times have been decided in collaboration with Shepherds Well Academy in order to try to allow parents with children at both schools to go between sites at the required times, particularly if their child is in Year 3 and/or 4 at Orchard. We ask that **only one adult per family comes on to the school site** for drop-off / collection please.

We are concerned that children in Years 5 and 6 will arrive early to school and add to potential congestion at the gates as the Year 3 and 4 children arrive. **Please speak to your child(ren) in Years 5 and 6 to ensure they understand they must try to arrive at the school site as close to 08:45 as possible.**

If you are travelling to school by car, please ensure you:

- **arrive at the correct time** (see below) to drop-off / collect your child and leave the site as soon as possible
- **drive carefully and slowly** on the roads surrounding the school.
- **park sensibly**, with consideration of other road users, parents and our neighbours.
- **do not park on yellow lines, people's driveway entrances and ambulance bays** for the residential home on Ravensbourne Place.
- **do not drive or park on the pavements** surrounding the school, as this creates a dangerous environment for families – particularly those with wheelchairs and / or pushchairs.



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## Entrances, exits and staggered start / finish times

Year Group	Classes / Teachers	Entry and Exit Gate	Start Time	Finish Time
Year 3	Elm – Mr. Williamson Maple – Mrs. Nicholson and Mrs. Turvey Yew – Miss Kabir	Front Playground Gate	8:30am	3:00pm
Year 4	Beech – Mrs. Hathalia Hazel – Mr. Allwood Poplar – Miss Evans	Rear Gate on Ravensbourne Place (near the staff car park)	8:30am	3:00pm
Year 5	Rowan – Mrs. Naylor Sycamore – Mr. Davis Willow – Miss Naseri	Rear Gate on Ravensbourne Place (near the staff car park)	8:45am	3:15pm
Year 6	Ash – Mrs. Mundy Elder – Mrs. Carter Oak – Mrs. Vaiké	Front Playground Gate	8:45am	3:15pm
	Cedar – Mrs. Stockton	Rear Gate on Ravensbourne Place (near the staff car park)	8:30am	3:00pm

**Year 3** children should enter and exit the school by the **playground gate at the front of school**. In the morning, they should go straight to their classroom areas, and whilst waiting for the doors to be opened we ask that parents ensure they maintain **social distancing**.

**Year 4** children should enter and exit the school by the **rear pedestrian gate on Ravensbourne Place**. Please **do not** walk through the **vehicle gates into the school car park**. In the morning, they should go straight to their classroom areas, and whilst waiting for the doors to be opened we ask that parents ensure they maintain **social distancing**.

**Year 5** children should enter and exit the school by the **rear pedestrian gate on Ravensbourne Place**. Please **do not** walk through the **vehicle gates into the school car park**. In the morning, they should go straight to their classroom doors and line up sensibly.

**Year 6** children should enter and exit the school by the **playground gate at the front of school**. In the morning, they should go straight to their classroom areas and line up sensibly.

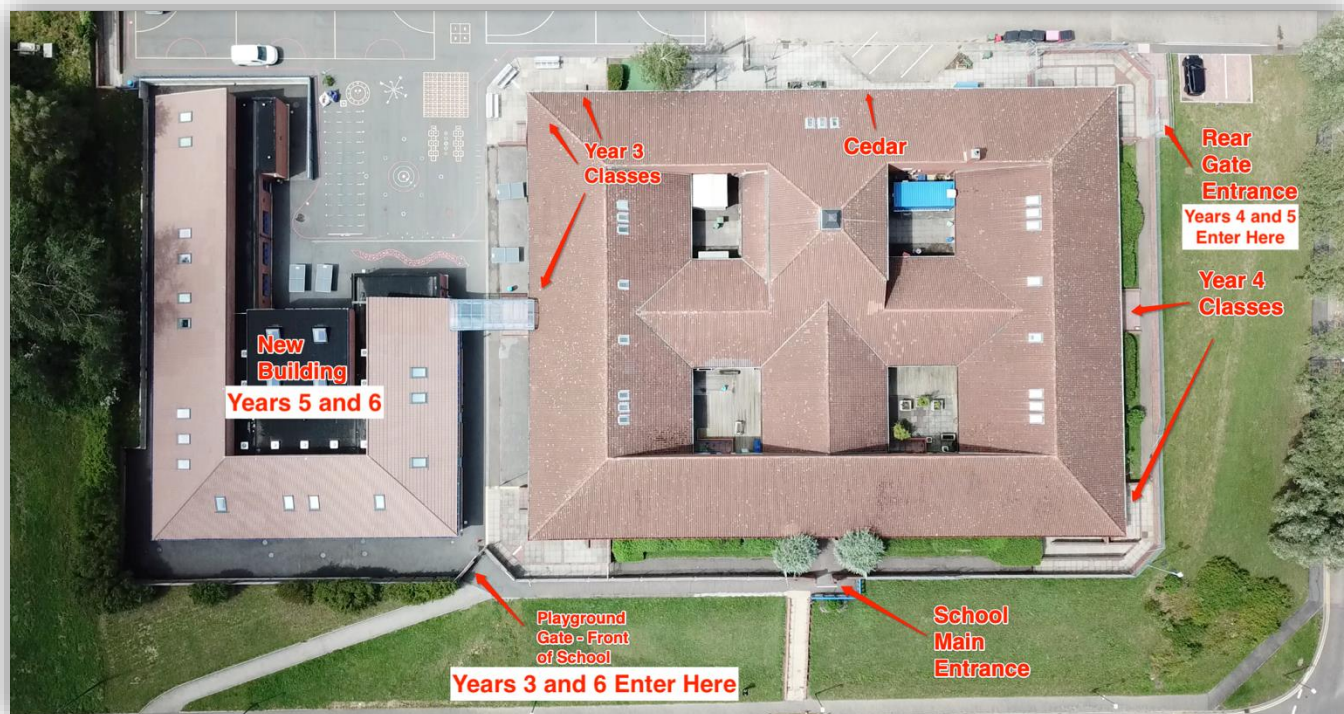
We ask that parents of **Year 5 and Year 6** children do not come onto school site if possible, to minimise risk to everyone and ensure we can maintain social distancing.





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Children going to **Cedar** class should go straight to Cedar as usual, using the **rear pedestrian gate on Ravensbourne Place**.



## Will Breakfast Club be operating?

**Yes.** Children will be able to attend Breakfast Club but **must book their place first** as there will need to be a limit on places available. This should be done through the electronic booking form emailed to you in the past month. If you need this to be re-sent, please [email the school office](#). At breakfast club, measures will be in place to try to ensure everyone's safety. This will include a more 'self-service' approach than usual, with pupils being assigned to a table with other children in their year group 'bubble,' and all children facing the same way (As per government guidance). Cutlery, tableware and condiments will be on the tables when pupils arrive and will be cleaned more regularly and thoroughly than usual.

## What should children wear to school?

Government guidance encourages the wearing of full school uniform. It is also clear that clothing will **not** need to be washed any more frequently than usual or be cleaned using different methods than usual. We will therefore expect **all students to be in full school uniform** from September. We appreciate that financially these are difficult times, so if any family fears they will find the cost of uniform too high, they should contact [the school office](#) and we will help with second-hand uniform. All items will have, of course, been washed.

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## Does my child need personal protection equipment (PPE)?

**No.** The government guidance (implementing protective measures in an education and childcare setting) states:

*“Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.”*

Most staff in education, childcare and children’s social care settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others.

PPE is only needed in a very small number of cases if:

- an individual child, young person or other learner becomes ill with coronavirus (COVID-19) symptoms and only then if a distance of 2 metres cannot be maintained
- a child, young person or learner already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used

Despite staff not being required to wear PPE, please be aware that some may still choose to do so.

## What routines will be in place for increased hygiene and safety?

### Temperature checking

There may be occasions when we take children’s temperatures on arrival to school as a precaution. This would be done with an infrared thermometer which requires no contact with the child. Any staff using a thermometer would have the appropriate training. Further information on what would happen if a child becomes unwell is given later in this letter.

### Hand washing

Coronavirus (COVID-19) is an easy virus to ‘kill’ when it is on skin. This can be done with soap and running water or hand sanitiser. All children (and adults) should wash their hands upon entry into school or their classroom. All handwashing should be in line with the current COVID-19 guidelines and for at least 20 seconds on each occasion. Handwashing routines will continue throughout the course of each day. For example, before and after break and lunch time, after blowing your nose, coughing or sneezing into a tissue and after going to the toilet. Each classroom has a hand-washing sink either in it or just outside, with soap and paper towels available and a lidded bin for used tissues and paper towels. There will be plenty of handwashing facilities (including hand sanitiser) around school, so children do not need to bring their own bottle.

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## Respiratory hygiene – ‘catch it, bin it, kill it’

The ‘catch it, bin it, kill it’ approach continues to be very important when pupils sneeze or have a runny nose. We have ensured we have plenty of tissues and lidded bins are available all around the school to support pupils and staff to follow this routine. We will spend time reinforcing hygiene processes in the first few weeks of term to ensure pupils get this right.

## Toilets

Toilets will be cleaned regularly in-line with government guidance. Children will be encouraged to clean their hands thoroughly after using the toilet. Each year group has access to its own toilet facilities near their classrooms.

## How will school try to minimise contact between children?

Minimising contacts using a ‘bubble’ approach

The main principles in minimising contacts between pupils are trying to keep groups of children separate (in ‘bubbles’) and maintaining distance between individuals. In primary schools, the emphasis will generally be placed on keeping groups of pupils apart more than individuals, since younger children find it difficult to maintain distance from any people they are with.

In-line with government guidance, we are seeking to maintain year group ‘bubbles’ as much as possible. This means we are trying to reduce the contact that each year group has with one another. At Orchard, we are fortunate to have external doors to every classroom, which means that for most of the day, individual classes will be kept separate from each other. However, logistically and practically it is very difficult for classes in the same year group to be kept apart for the whole school day, particularly for break and lunch times and during lessons such as physical education (P.E.).

Maintaining these year group ‘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 and keep that number as small as possible. We have to accept that it is highly unlikely we will be able to keep these bubbles completely separate all of the time despite our best efforts. However, as the government guidance states:

*“Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options, and will still bring benefits even if implemented partially. Some 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 and transport... Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimizing contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.*

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

In-line with government guidance, tape will be placed in the middle of the school corridors so that all children walk on the left-hand-side should they need to pass each other. Government guidance states:

*“While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.”*

External classroom doors will be used for children to enter and leave their classroom on each occasion. The internal doors to the corridors will be propped open and should only be used when children need to go to the toilet or in an emergency.

## Measures within the classroom

Government guidance suggests that keeping pupils in class or year group ‘bubbles’ is the best way to reduce risk of transmission in primary schools. In class, it is difficult for staff and children to maintain distance, but the children will be educated and encouraged not to touch staff and their friends wherever possible. Younger children and children with more complex needs are more likely to find this difficult, but trying to maintain distancing even some of the time will help.

As suggested in the guidance, pupils will be seated in class **side-by-side and facing forwards where possible**, rather than face to face or side-on.

## What equipment might be used and how is the school reducing risk?

Equipment and resources are integral to education in schools. During the summer term, equipment use was minimised, a lot was moved out of classrooms and there was significant extra cleaning. According to government, that position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because resources and equipment are so important for the delivery of education.

- For individual and very frequently used equipment, such as pencils and pens, government guidance recommends that staff and pupils have their own items that are not shared. Pupils will have their own tray of equipment on their desk – **parents do not need to send their children to school with a pencil case**.
- Classroom-based resources, such as books and games, can be used and shared within year group bubbles; these will be cleaned regularly, along with all frequently touched surfaces.
- Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles, 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. This includes library books being returned to the library.
- Children should bring their **own water bottle** to school with their name clearly written / stuck on it.

Government guidance states:

*It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.*

Planners for children in Years 5 and 6, reading books and homework **can be taken to and from school**. Parents of children in Year 5 and 6 are asked to look at their child’s planner at least once per week and sign them. This is to ensure good communication between home and school whilst preparing the children for similar practices at secondary school.

## What will happen at break and lunch times?

Break times and lunch times will be staggered for year groups in a similar way to the start/ finish times of the school day. This means that Years 3 and 4 will have slightly different break / lunch times to Years 5 and 6. At break times, the playground and multi-use games area (MUGA) will be used (weather permitting), and 'sectioned' so that year group 'bubbles' do not interact with each other.

At lunch time each class has a large, marked section of the field to play in should the weather be nice:



If the field is too wet, the children will use the sectioned areas of the playground / MUGA in their bubbles (like break time). If it is wet play, children will stay in their classroom. The Assistant Headteachers will assist staff with supervision. The outdoor play equipment can now be used on a rota at lunch time since it will be cleaned regularly as suggested in the government guidance. This month, we have improved the play area to include an outdoor gym to go alongside the climbing frames and traversing wall.

### Catering

From September, all kitchen staff will return to work and the kitchen will re-open, following the government's [guidance for food businesses on coronavirus \(COVID-19\)](#). School meals will be served in the hall, with children sitting in their year group bubbles facing the same direction. Children who bring a packed-lunch from home will eat lunch in their classrooms.

## Will normal lessons be taught?

Our curriculum will remain 'broad and ambitious.' This means that all pupils will continue to be taught a wide range of subjects – not just covering English and mathematics all day to try to fill any knowledge gaps. We will, however, make use of existing flexibilities to create time to cover the most important content that children missed during lockdown. We will seek to prioritise this important content within subjects rather than removing some subjects entirely, since children may struggle to pick these up again later.

Government guidance says that schools should:

- *Aim to return to the school's normal curriculum in all subjects by summer term 2021: Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.*

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- *Plan on the basis of the educational needs of pupils: Curriculum planning should be informed by an assessment of pupils' starting points and addressing 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) while avoiding the introduction of unnecessary tracking systems.*
- *Develop remote education so that it is integrated into school curriculum planning: 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. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.*

Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.

Additional aims for our curriculum upon returning to school

- To create collective experiences to reduce feelings of isolation
- To provide opportunities for children to express their feelings and emotions and to develop compassion and empathy for others
- To rebuild relationships with peers and staff
- To renew engagement with the process of learning (metacognition)
- To develop resilience
- To work together to understand the safety measures and create a new normality within these to re-establish our Orchard community
- To prepare for transition to secondary school

## Specific points for key stage 2

Government guidance states:

*For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in 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. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.*

### Music

*Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Further more detailed DfE guidance will be published shortly.*

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## Will children do P.E. lessons?

Schools have been given the flexibility to decide how physical education, sport and physical activity will be provided. We feel that P.E. is a vital part of our children's education, both for their physical health and mental wellbeing. For P.E. lessons, pupils will be kept in their consistent bubbles, sports equipment will be thoroughly cleaned between each use by different bubbles, and contact sports will be avoided. Children should come to school in their P.E. kit on the days they have P.E. until further notice. Your child's teacher will tell the children their 'P.E. day' in the first week of school.

Outdoor sports will be prioritised where possible (in-line with government guidance), and the hall will be used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. We will write to parents of children in Year 4 when we have more information about swimming lessons which would normally take place this academic year.

The government guidance encourages activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing. Details about sporting events this academic year will be put on our school Facebook page.

## What happens if my child, or someone in our household, becomes unwell?

**Children should not attend school if they are unwell, or if someone in their household is suffering from coronavirus symptoms.**

It is particularly important that no child comes to school if they have coronavirus (COVID-19) symptoms. The main symptoms of coronavirus are:



- **high temperature** – this means you feel hot to touch on your chest or back



- **new, continuous cough** – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)



- **loss or change to your sense of smell or taste** – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

If you, your child or someone in you live with becomes unwell with symptoms of coronavirus, you must be ready and willing to:

- [book a test](#). Adults and all children can be tested, including children under 5, but children aged 11 and under will need to be helped by you if using a home testing kit
- provide details of anyone you or your child have been in close contact with if you were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- [self-isolate](#) if you have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in your household develops symptoms of coronavirus (COVID-19)

If anyone at school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they will be sent home (along with any siblings from their household) and advised to follow the government's '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)', which sets out that they should self-isolate for at least 10 days and



should [arrange to have a test](#) to see if they have coronavirus (COVID-19). The child's parents will be notified immediately if staff at school think their child may be suffering symptoms of coronavirus.

If a child is awaiting collection they will be moved, if possible, to the Reading Room where they will be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required.

Temperature-permitting, windows will be opened for ventilation. If it is not possible to isolate the child, they will be moved to an area which is at least 2 metres away from other people.

If the pupil needs to use the toilet while waiting to be collected, they will use a separate toilet if possible. The toilet area would be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE will be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a child with complex needs).

**Parents / carers should book a COVID-19 test for anyone in their household suffering with symptoms. You should inform school immediately of the results of a test and will need to show evidence of a negative test result if you want your child to return to school.**

## What happens after a test for COVID-19?



**If someone tests negative**, they **feel well and no longer have symptoms** similar to coronavirus (COVID-19), then they can **stop self-isolating**. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.



**if someone tests positive**, they should follow the '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)' and must continue to self-isolate for at least **10 days from the onset of their symptoms**. They can then return to school **only if they do not have symptoms** other than cough or loss of sense of smell/taste (anosmia). This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they **first became ill**. If they still have a high temperature, they should **keep self-isolating** until their temperature returns to normal. Other members of their household should continue self-isolating for the **full 14 days**.

School will take swift action if / when we become aware that someone who has attended school has tested positive for coronavirus (COVID-19). In-line with government guidance, we will immediately contact our local health protection team. This team will also contact school directly if *they* become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.

The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

The health protection team will work with us in this situation to guide us through the actions we need to take. Based on the advice from the health protection team, we will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:

- **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

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Orchard and Shepherdswell  
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- **travelling in a small vehicle**, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. This will be a proportionate recording process – according to government guidance we will not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

A template letter will be provided to us, on the advice of the health protection team, to send to parents, carers and staff if needed. We will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)'. They should get a test, and:

- **if the test delivers a negative result**, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- **if the test result is positive**, school should be informed immediately, and the household should follow the

Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

If the school has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an 'outbreak,' and will continue to work with our local health protection team who will advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole school or year group. Whole school closure based on cases within the school will not generally be necessary except on the advice of health protection teams.

In consultation with the local Director of Public Health, where an outbreak at school be confirmed, a mobile testing unit may be dispatched to test others who might have been in contact with the person who has tested positive.

Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.

## What cleaning arrangements are in place at school?

Cleaning will be carried out both before and after school. Between these times, a member of cleaning or site staff will be spot-cleaning all constantly touched surfaces, handles, toilet flushes etc.

We will be following government guidance as set out in [COVID-19: cleaning in non-healthcare settings](#).

We will clean surfaces that children are likely to be touching, such as desks, chairs, doors, sinks, toilets and light switches etc. more regularly than normal.

We will also seek to ensure that all adults and children:

- frequently wash their hands with soap and water for 20 seconds and dry thoroughly. See the [guidance on hand cleaning](#)
- clean their hands upon arrival at school, before and after eating, and after sneezing or coughing
- are encouraged not to touch their mouth, eyes and nose

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- use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')

We will:

- ensure that help is available for children who have trouble cleaning their hands independently
- consider how to encourage young children to learn and practise these habits through games, songs and repetition
- ensure that bins for tissues are emptied throughout the day
- ensure, where possible, that all spaces are well ventilated using natural ventilation (opening windows) or ventilation units
- prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation

Government guidance states that there is no need for anything other than normal personal hygiene and washing of school uniform following a day at school.

## Are visitors still allowed in school?

Parents are asked not to come to Reception unless absolutely necessary and instead telephone the School Office if possible. Anyone entering the school building should please wear a face covering and ensure they use hand sanitiser upon entering and exiting the building.

We will check our suppliers know and understand appropriate social distancing and hygiene arrangements. No other routine visitors will be accepted without the Headteacher's permission, with the exception of governors or East Midlands Academy Trust staff (who should only visit site when necessary). We are limiting the number of contractors on site for the foreseeable future.

## What if a child is misbehaving?

We hope most of our children would be excited to come back to school, and we know that behaviour is usually excellent. To help provide some much-needed consistency for our pupils, the Orchard Academy Behaviour Regulation policy will remain in place throughout the autumn term. Our pupils are familiar with, understand and respond to the traffic-light system. The pupils know that following the Behaviour Regulation policy leads to them and others to becoming responsible citizens, enjoying the journey, enjoying the success and achieving together. We will put the mental and social development of our pupils first at this time so any use of the traffic lights or behaviour regulation policy needs to be flexible. We will remain consistent with our expectations, yet flexible in our approach and practice.

One area of the traffic-light system that will require change is the outcomes when a child is put on 'Red.' The current policy states that the child will be sent to the classroom next door in order to reflect and complete a 4W sheet. Due to social distancing measures, this cannot happen when school begins to open more widely, since we will not be mixing pupils or adults from different groups. In the case of a child being put on 'Red,' our Assistant Headteachers (Mr. Bartishel and Mr. Wilson) will be supporting all staff and will be present in the New Building. When called for, they will come to the class to collect the child, reflecting on the problems and decisions before returning them to the group. Further failure to follow instructions and respond appropriately will be dealt with in the same way.

It is very important that children understand that any behaviour which could potentially endanger or upset others relating to the possible spread of germs will be treated incredibly seriously and will likely result in them being sent

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home. This includes (but is not limited to) deliberately coughing, sneezing or making comments about others' personal hygiene.

## Will online learning still be available if my child is at home?

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we want to be able to offer immediate remote education as we did in March. We will work to have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these 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 our curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, 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 schools should work with families to deliver a broad and ambitious curriculum.

If / when teaching pupils remotely, we will seek to:

- set work so that pupils have meaningful and ambitious tasks each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and 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 set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, 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, ideally including daily contact with teachers