

Plan for September 2020

Bubbles	Entrance	Start time	Base classrooms	Morning tutor time Whole school reading programme	Break and lunch shift	Lesson 1 9 - 9.50 Lesson 2 9.50 – 11.00 (including a rolling break/transition time)	Lesson 3 11.00 – 11.50 Lesson 4 11.50 – 13.35 (including a rolling lunch/transition time)	Lesson 5 13.35 – 14.25 Lesson 6 14.25 – 15.15	Afternoon Tutor time Lesson 6 teacher	End time	Detentions
Year 7	Right of gate MUGA	8.25am Line up MUGA	MFL	8.25 – 9.00	2	Break 10.40 – 11.00 MUGA 1	Lunch 12.45 – 13.35 Main Hall/Sports Hall		15.15 – 16.00 Prep	16.00	
Year 8	Left of gate Fitness gym entrance	8.25am Line up SH	Art/Drama/T7	8.25 – 9.00	2	Break 10.40 – 11.00 Sports Hall	Lunch 12.45 – 13.35 Canteen 12.45 – 13.10 Outside 13.10 – 13.35		n/a	15.15	
Year 9	Right of gate MUGA	8.35am Line up MUGA	Hums	8.35 – 9.00	1	Break 10.20-10.40 Sports Hall	Lunch 11.55 – 12.45 Outside 11.55 - 12.20 Canteen 12.20 – 12.45		15.15 – 15.30	15.35	
Year 10	Left of gate Fitness gym entrance	8.35am Line up SH	English	8.35 – 9.00	1	Break 10.20-10.40 Canteen/Outside	Lunch 11.55 – 12.45 Canteen 11.55 - 12.20 Outside 12.20 – 12.45		15.15 – 15.25	15.25	
Year 11	Left of gate Canteen entrance	8.15am Line up SH	Maths	8.15 – 9.00	2	Break 10.40 – 11.00 Canteen/MUGA 2	Lunch 12.45 – 13.35 Outside 12.45 – 13.10 Canteen 13.10 – 13.35	Break 14.25 – 14.40 Canteen	15.15 – 15.30 End of lesson 6 Masterclass 15.30 – 16.30	16.30	
Sixth Form	Right of gate Fitness gym entrance	8.15am No line up	Science (some movement to computer rooms for BTEC lessons)	8.15 – 9.00	1	Break 10.20-10.40 Sixth Form area	Lunch 11.55 – 12.45 Lunch arrangements tbc Main Hall?		15.15-16.15 Independent study	16.15	

### Movement plan

<b>8.15am</b>	Year 11 arrive to the left of the gate → Canteen entrance → Line up in Sports Hall SH → Atrium → Past canteen → Past RR → Purple stairs → Maths base	6 <sup>th</sup> form arrive to the right of the gate → Down ramp → Fitness gym entrance → Somerset stairs → Music corridor → Science base No line up	
<b>8.25am</b>	Year 8 arrive to the left of the school gate → Down steps → Fitness gym entrance → Somerset stairs → Line up in Sports Hall SH → Art zone base	Year 7 arrive to the right of the school gate → Down ramp → Line up on MUGA MUGA → Canteen → Atrium stairs → MFL base	
<b>8.35am</b>	Year 10 arrive to the left of the school gate → Down steps → Fitness gym entrance → Somerset stairs → Line up in Sports Hall SH → Past canteen → Past RR → Purple stairs → English base	Year 9 arrive to the right of the school gate → Down ramp → Line up on MUGA MUGA → Car park → Red stairs → Hums base	
<b>Until 9.00am</b>	AM tutor time in base classrooms		
<b>Move to lesson 1</b>	All transitions within base corridors		
<b>9.00-9.50</b>	Lesson 1		
<b>Move to lesson 2</b>	All transitions within base corridors		
<b>9.50-11.00</b>	Lesson 2		
<b>10.20am Break 1</b>	Year 9 Hums → Red stairs → Atrium → SH Movement in reverse at end of break	Year 10 English → Purple stairs to ground floor → Past RR → Car park → Outside Movement in reverse at end of break	6 <sup>th</sup> form Science → Atrium stairs → 6 <sup>th</sup> form centre Movement in reverse at end of break
<b>10.40am Break 2</b>	Year 7 MFL → Atrium stairs → Canteen exit → MUGA 1 outside zone Movement in reverse at end of break	Year 8 Art zone → Sports Hall Movement in reverse at end of break	Year 11 Maths → Purple stairs → Car park exit → MUGA 2 outside zone Movement in reverse at end of break
<b>Move to lesson 3</b>	All transitions within base corridors		
<b>11.00-11.50</b>	Lesson 3		

<b>Move to lesson 4</b>	All transitions within base corridors		
<b>11.50-13.35</b>	Lesson 4		
<b>11.55-12.20 Lunch 1</b>	Year 9 Hums → Red stairs → Car park exit → Outside	Year 10 English → Past MFL → Atrium stairs → Canteen	6 <sup>th</sup> form Science → Atrium stairs → 6 <sup>th</sup> form area
<b>12.20-12.45</b>	Year 9 Outside → Canteen doors → Queue for canteen round atrium Canteen → Red stairs → Hums	Year 10 Canteen → Red stairs fire exit → Car park → Outside Outside → Somerset stairs → Past sports hall → Past Art → Purple stairs → English	
<b>12.45-13.10 Lunch 2</b>	Year 7 MFL → Atrium stairs → Sports hall/Main hall	Year 8 Art zone → Past RR → Canteen	Year 11 Maths → Past Science → Through Music → Somerset stairs → Outside
<b>13.10-13.35</b>	Year 7 to remain in Sports hall/Main hall SH and MH → Green stairs → MFL	Year 8 Canteen → Red stairs fire exit → Car park → Outside Outside → Car park → Red stairs → Hums	Year 11 Outside → Canteen doors → Queue for canteen round atrium Canteen → Atrium stairs → Past Hums → Maths
<b>Move to lesson 5</b>	All transitions within base corridors		
<b>13:35-14:25</b>	Lesson 5		
<b>14.25-14:40</b>	Break for Year 11 Maths → Red stairs → Canteen Movement in reverse at end of break		
<b>Move to lesson 6</b>	All transitions within base corridors		
<b>14.25-15:15</b>	Lesson 6		
<b>15:15</b>	Year 8 Art zone → Canteen → Exit	Year 8 detention starts in base classroom	
<b>15.25</b>	Year 10 English → Purple stairs → Ground floor RR door → Car park → Exit	Year 10 detention starts in base classroom	

<b>15:30</b>	Year 11 Movement within base corridor to masterclass sessions (or independent study)		
<b>15:35</b>	Year 9 Hums → Red stairs → Canteen → Exit	Year 9 detention starts in base classroom	
<b>16:00</b>	Year 7 Prep ends MFL → Atrium stairs → Canteen → Exit	Year 7 detentions starts in base classroom	
<b>16:15</b>	6 <sup>th</sup> form Science → Atrium stairs → Canteen → Exit	6th form detentions starts in base classroom	
<b>16:30</b>	Year 11 Maths → Past Hums → Atrium stairs → Canteen → Exit	Year 11 detentions starts in base classroom	

Playground split into two parts:

- 1) Grassy area/slope and MUGA 2
- 2) Area outside fitness gym and MUGA 1

<b>Before</b>	<b>In September</b>
One RR for all year groups	KS3 RR in normal RR room and KS4 RR in D2. Partitions in both rooms to separate students in different year groups
Centralised detentions for all year groups in the Main Hall	Separate year group detentions in base classrooms
Students sent to RR unaccompanied	Students collected from classroom by Tony Rumble and taken to RR
Students walking through the corridors with teachers ushering for pace and purpose	Single file 1m spaced crocodile and movement in silence
Bells to signal movement times	Tannoy to signal movement times and movement to be narrated over the tannoy for the first few weeks
	Detention for talking, not respecting 1m social distancing or poor behaviour during movement
	Students escorted from line ups and to break, lunch and exit by their teachers
	When returning from break or lunch, student crocodile supervised by staff on duty points along their particular route
Year group assemblies in Sports Hall (KS3) and Newton Hall (KS4/5) once a week	This will stay the same but no key stage assemblies. Can also consider virtual assemblies
Students move around the school to different classrooms	Students can move between classrooms but only within their base corridor. Teachers move around the school
	Students in KS3 to have a reading book for silent reading while teachers are moving between lessons (only necessary for non-core lessons)

## Key messages

### **Staff and students**

Clean hands more regularly than normal and for 20 seconds

Respiratory hygiene – catch it, bin it, kill it

### **Students**

- Movement – new routines built into school culture
- Students to wear PE kit to school on the days where they have a PE lesson
- Set out consequences for poor behaviour and deliberately breaking the rules
- Stay at home if showing symptoms or if tested positive in last 7 days
- No physical contact
- Maximise distancing even within bubbles
- Safe removal of any face masks worn to school
- Encouraged not to use public transport – encourage walking and cycling
- Students must always be accompanied by a teacher when moving around the building
- No sharing of equipment between students
- Students to keep all of their exercise books and take them home

### **Staff**

- Forward facing desks
- Maintain distance from pupils and other staff (2m where possible). Minimise time in which you are less than 1m with any student
- Try to stay at the front of the class
- Avoid face to face contact
- Use of staffroom minimised
- Increased workspace created for staff so that social distancing can be more effectively maintained
- Be vigilant in terms of looking out for safeguarding or welfare concerns – actively look for signs of harm
- No sharing of equipment between staff and students
- One page feedback - assessed pieces of work to be completed on paper and handed in to a folder at the back of the room where it will be left for 24 hours
- MS forms for assessed work - MCQs
- Printed resources able to be used but to be minimised as far as possible
- Socially distanced Monday CPD for staff
- SLT/HOY and admin staff only to attend on results days to reduce spread

## Parents

- Expectations around drop off and pick up – social distancing at school gate
- No coming onto site without an appointment
- Attendance for pupils is mandatory

## Support team

- Enhanced cleaning – cleaning frequently touched areas and areas shared by different bubbles
- Anyone developing symptoms during the day needs to be isolated in room next to reception and then sent home – closed door and open window in that room. Separate bathroom cleaned and disinfected after each use. PPE worn by staff caring for child. All members of the household must then isolate for 14 days
- Tissues and covered bins
- Playground split into two parts
- Desks in classrooms spaced out as much as possible
- Management of visitors – try to plan visits outside of school hours and visitors to observe social distancing and good hygiene
- Resources shared between bubbles to be minimised but cleaned frequently and meticulously
- Outdoor playground equipment frequently cleaned
- Look at ways to enhance ventilation across the school e.g. by opening windows
- Regular cleaning of the toilets before and after break and lunch

## Curriculum

- Curriculum must remain broad and ambitious
- Quality of remote education provision for students who cannot attend school – must align closely with in-school provision
- Plan to cover most important missed content
- Curriculum planning informed by an assessment of pupils' starting points and addressing the gaps in knowledge and skills
- Importance of regular formative assessment
- May be appropriate for some KS4 students to reduce options (in exceptional circumstances) but only in consultation with pupils and parents
- Music (GTW) and PE (ETA) – plan for additional risk
- RSHE – expected to start teaching by the start of the summer term 2021
- Provision of printed resources for pupils without online access
- Planning on the basis that GCSEs and A-Levels will take place in summer 2021 but with adaptations (Ofqual currently consulting)
- Exam series available in Autumn 2020

## Expectations of remote learning (Contingency plan for an outbreak)

- Set assignments so pupils have meaningful and ambitious work each day in a number of different subjects
- Planned and well sequenced curriculum so knowledge and skills are built incrementally
- Frequent and clear explanations of new content
- Gauge how well pupils are progressing through the curriculum

- Clear expectations 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
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Avoid over-reliance on long term projects or internet research activities
- List of curriculum resources contained in report (DfE quality assured list of remote education resources, Oak National Academy, Free access to Microsoft 365 Education and Google for Education)

### **SEND and vulnerable students**

- Use of pastoral and support services, attendance staff, resources and PP/catch up funding to secure the regular attendance of vulnerable students
- Plan for catch up for SEND students
- Communication with school nurse
- Pupil wellbeing and support – need to be particularly aware of vulnerable children i.e. social care, young carers
- DfE webinar on how to support returning pupil in terms of their mental wellbeing
- SEND training – Whole school SEND consortium
- Awareness that provision for SEND students may have been disrupted during school closure – action plan for these students on return to school
- Remote learning provision for students with SEND who cannot access remote education without adult support

### **PSHE and inclusion**

Provision of activities to:

- support the rebuilding of friendships and social engagement
- address and equip pupils to respond to issues linked to Covid 19
- support pupils with approaches to improving their physical and mental wellbeing