



Coronavirus Response and Planning

Planning for the full return to school September 2020

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This document outlines in summary the proportionate, protective measures we plan to implement for children and staff to minimize contact, maintain distancing and thus effectively mitigate the risk of coronavirus transmission on the full reopening of schools in September 2020. The document also outlines in summary the associated adaptations we plan to make to the curriculum to protect learning and continuity of such (e.g. in the event of a local lockdown), identify and recover any lost learning that may have taken place over the period of school closure (in the name of equity, through the lens of our disadvantaged students), and enhance rates of progress. The system of controls we are therefore implementing, as required by HM Government guidance (Department for Education (DfE) 2020c), aim to reduce the risk of transmission and spread, alongside ensuring that all students continue to ‘receive a high quality education that enables them to thrive and progress’. The arrangements outlined in the document have been arrived at to ensure accurate reflection of official guidance from the DfE and Public Health England (PHE), and after consideration of approaches from a range of schools nationwide (such as those shared by United Learning 2020).

- 1 All planned measures and adaptations are underscored by the following principles:
 - 1.1 Mitigating the risk of transmission.
 - 1.2 Mitigating the spread of transmission if a case does occur.
 - 1.3 Minimizing and controlling the numbers that could be affected in the event of a confirmed case.

- 2 We consider that:
 - 2.1 The cumulative impact of implementing a range of mitigating actions — to minimize contact, maintain distancing, increase cleaning, and enhance hygiene habits — will effectively support the management of risk of virus transmission and spread.
 - 2.2 Carefully considered efforts to negate the potentially negative impact on the taught curriculum of such necessary actions — both in the short and longer term — is crucial, especially given the learning deficit that is likely to have emerged throughout the period of national school closures, the additional efforts beholden of us to address the inequities that have reinforced and have

emerged as a result, and the additional logistical and organizational pressures associated with the extraordinary autumn exam series, enhanced safeguarding and family support, etc.

- 3 Before students return in September 2020, we will:
 - 3.1 Train staff in approaches:
 - 3.1.1 Share this document.
 - 3.1.2 Complete and share the enhanced Risk Assessment.
 - 3.1.3 Share adapted Standard Operating Procedures (SOPs).
 - 3.1.4 Hold a virtual meeting to explain the necessary measures and adaptations and discuss general terms and concerns.
 - 3.1.5 Revisit and reiterate the measures and adaptations outlined herein (through adapted SOPs), alongside the Risk Assessment presentation from DMAT H&S Manager, on September 7 Staff Development Day.
 - 3.2 Communicate fully and openly with parents, carers and students.
 - 3.2.1 Inform via Principal's 'update' letters of our planning for September.
 - 3.2.2 Share this document and our enhanced Risk Assessment (via website).
 - 3.2.3 Share, succinctly and explicitly, in single-page summary form, new measures and expectations of students, and the necessity to adhere to such.
 - 3.2.4 Afford parents, carers and students an opportunity to comment (survey).
- 4 Our mitigating actions are a set of actions we must take for 'prevention,' i.e. to minimize contact and maintain distance, and in 'response to any infection' (DfE 2020c).
 - 4.1 In summary, this involves:
 - Retain one-way system in place this term.
 - Increased hand and respiratory hygiene expectations.
 - Enhanced cleaning regime.
 - Teaching KS3 in mixed-ability class groups, mostly in dedicated rooms.
 - Fewer — and thus extended — lessons (three per day) to reduce movement around the college and negate the potential for year group 'bubble' contact at lesson transitions.
 - Staggering break and lunch within extended lessons for year group 'bubbles', with eating spaces dedicated to year group 'bubbles' on a rolling basis to permit pre- and post-use cleaning.
 - Zoning KS5 (Wardhayes).
 - Aligning grouping in KS4 wherever possible in English, mathematics, science, and Religious Studies.
 - Careful entrance and exit management, as staggering start and end times of the day is not possible, with separate entrances for respective key stages alongside strict hygiene controls.

- Social distancing to be observed by adults in office spaces, staff rooms and other areas where staff gather, with use of PPE where necessary (e.g. face coverings for whole staff gatherings).
- Protocol advice for travel to and from school.

4.2 As a result of these measures combined, there will be effectively no opportunity for year group 'bubbles' to come into contact, apart from travel to and from school.

5 Travelling to school

5.1 Students should walk to school wherever possible.

5.2 If students cannot walk to school, they should be driven (by members of their household) wherever possible.

5.3 If travel to school must be by coach or taxi:

5.3.1 Students should clean hands before boarding.

5.3.2 Students must wear face coverings.

5.3.3 Students should sit next to other students in their year group, or siblings.

5.4 If travel to school is by public transport

5.4.1 Students must wear face coverings

5.4.2 Students must sit in seats that have been marked as available

6 Arriving at school

6.1 Students will enter at separate KS3, KS4 and KS5 entrances

6.1.1 KS3: Main entrance.

6.1.2 KS4: First side door near College entrance gate.

6.1.3 KS5: Wardhayes.

6.2 There will be a 'no waiting' policy; students must go directly to their classroom.

6.3 Students must clean hands on entrance to College.

6.4 Breakfast will still be available, but if students take breakfast, they must:

6.4.1 Wash hands before entering the dining room.

6.4.2 Remain in the dining room, seated to eat at a year group 'bubble' table, or otherwise socially distanced at 2m.

6.4.3 Dispose of any litter before leaving.

7 During the day

7.1 To avoid corridor congestion, students must adhere to the one-way system that has been carefully designed for mass movement around the College.

- 7.2 All classrooms, except for specialist spaces, will have a common layout, with all desks arranged in rows and forward facing.
- 7.3 All classrooms will have a strict seating plan. Students must sit in the seat they are allocated, and only that seat.
 - 7.3.1 These seating plans will be recorded centrally to support effective and speedy liaison with Public Health England if a case occurs.
- 7.4 Students are encouraged to bring bottled water, which they may use during lessons, but all food consumption must take place only in designated dining areas or outside (this includes packed lunches), as per the schedule: KS3 Canteen, KS4 Café 11, KS5 Wardhayes.
- 7.5 Students must only use those toilets assigned to their year group ‘bubbles’.
- 7.6 Students must wash their hands regularly (students are encouraged to bring their own hand sanitiser, but there will be such available in every classroom).
 - 7.6.1 Students must clean their hands before entering eating areas, and before using finger scanners in Café 11 or the Dining Room.
 - 7.6.2 Students must clean their hands upon entering and exiting a classroom.
- 7.7 Staff must enforce all expectations and the cooperation expected of all families will be routinely sought.

8 Organisational / Structural adaptations

- 8.1 All KS3 subjects will be taught in mixed-ability tutor group classes.
- 8.2 KS3 ‘bubbles’ will be class-sized for the duration of the school day, except for break and lunch times, when the ‘bubbles’ will be year groups.
 - 8.2.1 The assignment of rooms will be linked to the makeup of KS3 classes, e.g. largest rooms will be given to classes where there will be additional staff present, such as TA support.
- 8.3 KS4 classes will continue as planned, but rooming will be considered considering aligned grouping arrangements where feasible (see 8.5.2).
 - 8.3.1 Y11 tutors to be English, mathematics and science teachers, to facilitate tutor time for additional teaching time and time for small-group intervention.
- 8.4 KS5 will be considered effectively as a ‘year-group bubble’ and will be ‘zoned’ in Wardhayes and the Skills Centre, with breaks and lunch and all classes taking place there except for those requiring specialist spaces.
- 8.5 Teachers will move to classes, rather than vice-versa as is normal:
 - 8.5.1 KS3: Students move between rooms only if specialist spaces are needed.
 - 8.5.2 KS4: English, mathematics, science and RE groupings will be aligned to enable teachers to move to students in these lessons. Students will move between rooms for options subjects.

- 8.6 All lessons except period 5 will be extended, and last 120 minutes (i.e. 'double periods') but will be 'broken' by a staggered, 'rolling' break times for each year 'bubble'.
- 8.6.1 Normal timings of the school day will be retained, but the existing 'twoweek' timetable will become a 'four-week' timetable.
- 8.6.2 The first lesson will take place between periods 1 and 2 running from 09:10 to 11:35, to include a 15-minute break at staggered times for each year group 'bubble'. (Each break has a 5 minute 'buffer' zone to further reduce the risk of contact between year group 'bubbles'.)
- 8.6.3 Venues for food and drink consumption during break times will alternate to permit additional cleaning (e.g. from 10:10 to 10:30 the canteen can be cleaned before Y9 arrive):
- Y7: Canteen from 09:55 to 10:10
 - Y11: Café 11 from 10:15 to 10:30
 - Y9: Canteen from 10:35 to 10:50
 - Y10: Café 11 from 10:55 to 11:10
 - Y8: Canteen from 11:15 to 11:30
- 8.6.4 The second lesson will take place between periods 3 and 4 running from 11:35 to 14:15, to include a 25-minute lunch break for each year group 'bubble', at staggered times to facilitate additional cleaning. (Again, each lunch break has a 5 minute 'buffer' zone to further reduce the risk of contact between year group 'bubbles'.)
- 8.6.5 Venues for food and drink consumption during lunch times will alternate to permit additional cleaning (e.g. from 12:50 to 13:05 the canteen can be cleaned before Y9 arrive):
- Y11: Café 11 from 12:25 to 12:50
 - Y7: Canteen (upstairs) from 12:25 to 12:50
 - Y9: Canteen (downstairs) from 13:05 to 13:40
 - Y10: Café 11 from 13:45 to 14:10
 - Y8: Canteen (upstairs) from 13:45 to 14:10
- 8.7 Practical activities will be curtailed until any further relaxation of the guidance. Respective curricula and sequencing will need to be reconsidered and adapted considering this. If a subject believes practical activities should take place, the Subject Lead must liaise with the Principal and the DMAT Health & Safety Manager to undertake a separate risk assessment, arrive at a decision, and if applicable specify a strict system of controls necessary to mitigate risk.
- 8.7.1 Science: Demonstrations will replace students carrying out experiments.
- 8.7.2 Technology: No practical activities can be undertaken to remove the risk that equipment will be shared across year group 'bubbles'.
- 8.7.3 Music: DfE guidance (2020c) and guidance to be published with specific reference to mitigating risk in Music lessons, must be considered and a separate risk assessment undertaken to identify controls and inform adaptations before undertaking activities such as 'singing, chanting, playing wind or brass instruments or shouting'.
- 8.8 Standard Operating Procedures for behaviour for learning will be adapted to ensure that any requirement for a student to take 'time out' for 'reflection' in

Ready To Learn (R2L) facility will not undermine our controls to minimize contact and maintain distancing.

8.8.1 R2L will be arranged in year group 'bubbles', i.e. laid out to ensure 2m distancing in year group rows with temporary separations.

8.9 After School activities that involve our students will not go ahead unless attendees are exclusively in year group 'bubbles'. To this end the guidance as for 'parents and carers of children attending out-of-school settings during the coronavirus (COVID-19) outbreak' (DfE 2020b) will be followed.

8.9.1 Extra-Curricular offer will be audited and assessed for risk.

8.9.2 External providers wishing to return to use our facilities must provide a risk assessment to outline what protective measures they have in place, as outlined in DfE guidance for 'out-of-school settings' (2020a). These risk assessments will be audited by DMAT's Health & Safety Manager before a decision can be made, either:

- No: Assessment indicates controls will not be sufficient to mitigate risk.
- Yes, with amendments: Assessment indicates additional controls are necessary to mitigate risk effectively before activity can go ahead.
- Yes: Assessment indicates controls are sufficient to mitigate risk

9 Travelling from school

9.1 Dismissal of students will be controlled centrally by announcement via the PA system.

9.1.1 Students will not be dismissed by teachers.

9.1.2 Students who travel home by coach will not congregate outside the Octagon for dismissal as normal.

9.1.3 Students will exit at separate KS3, KS4 and KS5 exits (see 6.1).

9.2 Students walking home, or being driven home by family, will be dismissed first, followed by students returning home by coach or taxi.

9.3 If travel home is by coach or taxi must:

9.3.1 Students should clean hands before boarding.

9.3.2 Students must wear face coverings.

9.3.3 Students should sit next to other students in their year group, or siblings.

9.4 If travel to school is by public transport

9.4.1 Students must wear face coverings.

9.4.2 Students must sit in seats that have been marked as available.

9.5 Staff will be positioned on the driveway to ensure that students make their way home directly, enforcing the 'no waiting' control.

10 Pedagogical / Curriculum adaptations

10.1 A 'recovery' plan is in development, but in (incomplete) summary:

10.1.1 Summer support:

- Identify and share with students and parents and carers 3-5 key leveraging topics addressed through remote learning for the period of school closures. Students' security with the knowledge and skills associated with these topics will be assessed on return in September, to inform curriculum adaptations and interventions.
- Provide students and parents and carers with resources explicitly linked to the 3-5 key leveraging topics above for students to a) assess their own security, and b) revise in preparation for assessment.
- Face to face meeting before the summer break with parents and carers and students identified through triage (i.e. relative to associated risks to achievement) to have engaged the least with remote learning.

10.1.2 Use of Assessment:

- Diagnostic assessments of planned and any other 'closure' curricula.
- Identify learning gaps to inform curriculum planning and teaching

10.1.3 Adapting subject curricula:

- Map what has been lost, or otherwise not covered as planned.
- Identify key aspects, i.e. those that are most leveraging for the future.
- Remove subsequent 'noise' to create space for redress.
- Revisit sequencing to establish a strong 'narrative'.

10.1.4 'Blended' learning (classroom, out of school and remote learning):

- Secure devices for long-term loans for all disadvantaged students, including, where possible, reducing competition for devices within disadvantaged and then other homes.
- Provide a package of support with direction to specific online resources for students on return, aligned to the gaps identified through assessment.
- Ensure that our Remote Learning policy is reviewed and in place, fit for purpose and ease of pivoting from and to classroom-based teaching and learning.

10.1.5 Leadership for Equity:

- Build momentum and shift ambition for disadvantaged students; leading through the lens of the disadvantaged.
- Control consistent school-wide approach protect institutional reinforcement of disadvantage e.g. prohibit moves to setting, consider 'gap' grouping.
- Invest in authentic Professional Learning focusing on consistent, collegiate approaches to quality teaching.
- Extended / parallel curriculum strategy for disadvantaged.

Remote Learning package.

Holiday interventions.

□ Online tutoring for (use grant secured from Okehampton United Charities alongside Government catch up funding, and 'diverted' Pupil Premium funding).

□ Period 6 for Y11 intervention in mathematics and English.

11 Response to Infection

11.1

- No staff or students to attend if they are symptomatic. Those who develop symptoms (continuous cough, high temp and loss/change to sense of smell/taste) during the day whilst on site must return home as soon as possible to start period of isolation for 10 days (not including the day they became ill). Household members should isolate for 14 days.

11.2

- An isolation room has been provided for those with symptoms to wait away from others until they are collected. Those displaying symptoms are to cover their mouth/nose with a tissue or paper towel until they can leave. Stocks of tissues, hand-sanitiser and cleaner-sanitiser are therefore located in this room. PPE (disposable apron and gloves, FFP2 respirator, face shield) is also available in this room for use by staff assisting this person *if this is unavoidable*.

11.3

- Once vacated, the isolation room must be cleaned in line with previously circulated guidance. If visual contamination is evident in the room e.g. saliva on table surfaces etc then additional PPE (disposable apron and gloves, FFP2 respirator) must be worn. The contaminated area must be pre-treated with Titan sanitiser.

11.4

- The flow chart from the PHE Health Protection Team (HPT) is to be followed in respect of any person displaying symptoms. Staff displaying symptoms are to be tested at the earliest opportunity. Similarly, any student displaying symptoms will be advised to take a test. Following the outcome of the test result, actions will be determined by the HPT flow chart:
 - If negative (and evidence of this is forthcoming), the individual can return to school after the end of symptoms. Household can also stop isolating.
 - If positive, the individual must continue to self-isolate for 10 days and until the end of infectious symptoms. These are a continued high temperature and or vomiting and diarrhea. The individual should continue to remain isolated beyond 10 days until these symptoms have ceased for 48 hours. Household members of an individual who has tested positive should remain in isolation for 14 days. If symptoms develop in this time, they should be tested and follow the routine described above depending on the result.
 - In the event of a positive test, the College will remain under the guidance of the HPT as to which other students/staff members should isolate. Timetabling and seating plans will enable identification of all people within close contact (>15 mins at <2m) of infected person. Seating plans will be recorded centrally to support effective and speedy liaison with the HPT in these circumstances.

Figure 1: Daily Operation Structure
 (Example Week A Subjects for KS3 and KS4)

	Normal...	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5
	08:45 08:50 08:55 09:00 09:05	09:10 09:15 09:20 09:25 09:30 09:35 09:40 09:45 09:50 09:55 10:00 10:05	10:10 10:15 10:20 10:25 10:30 10:35 10:40 10:45 10:50 10:55 11:00 11:05	11:10 11:15 11:20 11:25 11:30	11:35 11:40 11:45 11:50 11:55 12:00 12:05 12:10 12:15 12:20 12:25	12:30 12:35 12:40 12:45 12:50 12:55 13:00 13:05 13:10 13:15 13:20 13:25 13:30	13:35 13:40 13:45 13:50 13:55 14:00 14:05 14:10	14:15 14:20 14:25 14:30 14:35 14:40 14:45 14:50 14:55 15:00 15:05 15:10 15:15
Y7 x y	Tutorial	Lesson 1	Break Canteen	PE • Sc Cc • PE • EA CS • Te EA CS • PE • EA • MFL • PE	Lesson 2	Lunch Canteen Up	Sc • En • Sc • En • EA CS Ma • MFL • Te • Ma • Te	Lesson 3 En • Ma • Hums • Ma • MFL EA CS • Hums • Ma • Hums • En
Y8 x y	Tutorial	Lesson 1 En • Hums • Te • MFL • PE Te • MFL • En • Te • En	Break Canteen	Lesson 2 EA CS • EA CS • Ma • Ma • Sc MFL • Sc • Hums • PE • Ma	Lunch Canteen Up	Lesson 3 Te • En • Sc • EA CS • EA CS EA CS • EA CS • Sc • •		
Y9 x y	Tutorial	Lesson 1 Ma • Ma • Hums • Te • En MFL • EA CS • MFL • Hums • Sc	Break Canteen	Lesson 2 Hums • En • Sc • PE • Hums Te • Ma • En • Sc • PE	Lunch Canteen Down	Lesson 3 En • Te • En • MFL • EA CS Sc • MFL • Ma • PE • En		
Y10	Tutorial	Lesson 1 OpB • OpA • Ma • Sc • Ma	Break Café 11	Lesson 2 En • PE RE • OpC • OpD • En	Lunch Café 11	Lesson 3 Ma • Sc • OpD RE • En • Sc		
Y11	Tutorial	Lesson 1 Sc • En • Sc • Ma • OpA	Break Café 11	Lesson 2	Lunch Café 11	Lesson 3 OpA OpB OpB OpD PE RE		
Y12	Tutorial	Lesson 1	Break WH	Lesson 2	Lunch WH	Lesson 3		
Y13	Tutorial	Lesson 1	Break WH	Lesson 2	Lunch WH	Lesson 3		

* WH: Wardhayes Common room. *Subjects on: Mon • Tue • Wed • Thu • Fri.

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