

Clyst Vale Community College

“The Handbook”

(for returning to College in September)

Colleagues

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“Health Warning”. After 930 students have road-tested these routines and guidance for a day or two, we reserve the right to make changes to tighten things up if necessary, or to improve other things !

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The latest Government Guidance for the Full Opening of Schools can be found on this link:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

KEY PRINCIPLES

To observe government guidance for education and school settings

To offer as full a curriculum as possible and mitigate risk wherever possible

To provide as normal a school experience as possible in the circumstances

To recognise that adults are at greater risk from covid than students, although risks are currently low for both groups; “adults” include College staff, visitors, and the family members of students.

ALL individuals have a responsibility to understand these guidelines, to act on them, and to remind others with respect.

We are not medical or public health experts, so will follow the government and health guidance as closely as we possibly can. We will sometimes go beyond the guidance if we believe that it does not fully meet the needs of our College or community. For example, we did not partially open for Year 10 and 12 students on the target date in June, but a week later. In this Handbook we are “recommending” the use of face coverings, which goes beyond the current government guidance of “allowing” them.

We will run as full a normal timetable as possible, which allows the best quality education provision in specialist teaching rooms. It is also the single biggest thing we can do to address the psychological impact of six months away from school, which is return to the normal structure of the school day.

In schools, young people are at almost no risk of serious illness; however, they are likely to carry and transmit the virus, although scientific evidence is still evolving. It seems that older children may transmit to adults more than younger ones, but this is not yet proven. Even so, the greater health risks are to clinically vulnerable people the students may meet, including family members, and in a school setting to the staff and visitors. For most young people the physical and mental impact of continuing lockdown would be a much greater risk. Losing out on education is also a higher risk in terms of long-term employability and risk of economic hardship. Therefore, as educators, we would agree with the principle that returning to school is the right thing to do.

We will mitigate risk wherever we can. The key priorities are to minimise contact and mixing of Year Groups. We will regard each Year Group as a “bubble”, and aim to prevent these bubbles coming into contact with each other. Further, we will seek to mitigate health risks through forward planning, strict controls, constant reinforcement and monitoring. This Handbook sets out in detail how this is to be achieved.

We can have all sorts of rules and guidelines. These are new, may seem stricter or different to wider society, and will take time to learn. We ALL have an individual responsibility to ensure our own safety and to remind others. We ALL have to learn a new mindset of safety and reducing risks. We ALL have to ask ourselves regularly “could I be more socially distanced right now?”, or “have I sanitised my hands every time I have entered or left a room?”.

K. Bawn, Principal, 2nd September 2020

Some additional thoughts

- Hopefully, when we return, most students and colleagues will be fine, balanced, and we’ll restore order and a sort of normality quickly and easily. But whether it’s 40% or 5% of students and colleagues who are finding things difficult, our collective first priority as a staff team is to put the College back together again.
- Colleagues (and students) will be at various points along a spectrum of anxiety. When people are anxious, there is a “fight, flight or freeze” response. People’s cognitive load diminishes. We must be aware of this in both students and colleagues. Just because I, as an individual, feel robust and not too concerned does not mean that others do, and we need to guard against expecting too much too soon.

- We are in new territory, again. None of us has been involved in re-opening a school after lockdown and a worldwide pandemic (which isn't completely over by any means). So, there will be times that no-one knows the answer, and we just have to figure it out the best we can.
- A lot of this handbook is not couched in black and white terms; it can't be. What works in a History lesson does not necessarily work in Science. There will be subtle differences between queuing for lunch in the Post-16 café, the Giraffe House and the Canteen. Some decisions need to be made on the spot: students are lining up outside blocks in many cases (but not all), but what happens if it's tipping down with rain? There will be all sorts of new situations and colleagues will be expected to think quickly, rely on common sense and professional experience, and run through a series of quickfire questions: is this decision safe in covid-terms? what non-covid risks would be caused or prevented by making this decision or not? do non-covid risks outweigh the covid risks? what is the consequence for students and staff (in that order)?
- This Handbook cannot cover everything in micro-detail. Sometimes there will be supplementary advice and guidance.
- Colleagues are welcome to ask questions and make suggestions at any time. There is no monopoly on good ideas. The only caveat is that genuinely good ideas require level "2 and 3" thinking: what implications could there be?
- Currently, much is presented as a problem or a worry, but there are also some great opportunities and possible improvements for the future. The use of Teams is a good example. Increased use of technology in general can massively reduce risk associated with the "old-fashioned" paper based approaches. Many subject areas have struggled to create shared resources on the F:drive; this is already more evident in Teams. We will need to integrate remote learning with classroom based learning, as we could be required to switch from one to the other at short notice, or provide learning for varying numbers of students unable to access school for legitimate reasons, or provide learning when colleagues themselves are at home; like every great opportunity, it comes with implications for planning and resourcing and it will take time to adjust our mindsets.

SECTION 1: HEALTH, HYGIENE AND WELL-BEING

Symptoms.

- **If anyone in your household has COVID-19 symptoms, you MUST NOT attend College, and household members must not attend work or their schools.** Please phone the Absence number or e-mail as soon as possible, and book a test.
- **Any staff member who develops symptoms in the school day will be sent home immediately.** There is a designated room solely for anyone with symptoms to wait, very close to Reception, and subject to special cleaning routines. If you are unfit to drive, we will make the necessary contacts for you.
- **If a student develops symptoms, send them to First Aid immediately.** We need to recapture the good practice of always writing a brief note when sending a child to First Aid for any reason. Indicate on the note if the student is displaying covid symptoms (be tactful, judge the age and sensitivity of the child). This is really important so that on arrival the First Aider will know how to react; there are very different procedures for covid symptoms and clearly not covid symptoms.
- If anyone in your household, or your child, tests positive for COVID-19 you MUST inform us so that we can contact the Health Protection Agencies.

Symptoms of Covid-19: NHS Standard Description

Main symptoms

The main symptoms of coronavirus are:

- a high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- a 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)
- a 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

Most people with coronavirus have at least 1 of these symptoms.

What to do if you have symptoms

If you have any of the main symptoms of coronavirus:

- Get a test to check if you have coronavirus as soon as possible.
- Stay at home and do not have visitors until you get your test result – only leave your home to have a test.
- Anyone you live with, and anyone in your support bubble, must also stay at home until you get your result.

- For colleagues with children, there is a “double” responsibility to decide whether their child is indeed displaying covid-19 symptoms; for example, some children (and adults) have night coughs and a dry throat in the morning. As a school, we are not medically trained and our standard advice will be to consult medical opinion (111 or GP).
- This could become more of an issue when the ‘flu season starts, as covid-19 and ‘flu symptoms can be very similar. From the College’s point of view, we must recommend an approach of “better safe than sorry”.

Social Distancing

- **Our starting point is social distancing of**
 - **2m between students and adults**
 - **2m between adults and adults**
 - **1m between students and students**
- This starting basis has determined maximum number of persons per room
- This is further than that recommended in the guidance, which is 1m+ and 0m respectively. This is deliberate, as it gives some room for slippage and greater reassurance for colleagues.
- It will also not be possible to maintain the bigger distances at all times.
- Social distancing cannot be enforced when people pass each other briefly.
- When members of staff work routinely at a distance of 1m or less, or for more than a few minutes, they should wear PPE.
- Based on the ECP experience, colleagues will need to remind students about social distancing many times a day, and try to be patient.

Hand Hygiene

- **As a minimum, students and colleagues should use hand sanitiser as soon as possible after arrival at College, and just before departure. Hand sanitiser should be used on entry and departure from every room.**
- Colleagues (and students) are also encouraged to wash their hands at convenient times of the day and after using the toilet; each toilet area has hot water and soap.
- Hand sanitiser is provided in every classroom, room, and at many other points around the College. However, colleagues may also wish to carry their own individual “pocket-size” bottle as well, generally 100 or 200ml size. The alcohol content should be a minimum of 60%.
- If hand sanitiser, spray or bloo-roll is running low in your classroom, there will be a small emergency stock in every department office. Also, please send an email to Maintenance requesting replacement (which will not be immediate, but will be “same day”). Cleaning staff will do a quick visual check on hand sanitiser twice a week. However, this is one of those issues where we are all collectively responsible and all need to be observant.
- Regrettably, because of where they sit and their role, we will not be having Year 8 Student Receptionists for the foreseeable future.

Hygiene: Additional

- Some colleagues may wish to have the additional protection of a perspex screen on their teaching desk, or in areas where Year groups mix. Please let Ann know your requirements urgently (September 8th) because we will need to make a bulk purchase of ready-made screens or materials.
- We are promoting the long-established public health advice “Catch It, Bin It, Kill It”.
- Experience of ECP and wider re-opening during lockdown is that students will require frequent reminding of social distancing, especially from adults, and hand hygiene.
- During practical lessons, ensure that students know, understand and observe any specific health and safety rules, including to reduce contact and mixing.
- Ventilation: wherever possible, doors and windows should be opened to allow through-flow of air. Opening certain doors and windows present different risks, for example physical risk of contact or risks to confidentiality/security, and these must be considered.
- Because of the risk of aerosol transmission, air-con units **MUST NOT** be used. However, the heat exchange units in the Humanities block are safe.
- The register folders will be discontinued, and all communication will be via e-mail. This has big implications for tutors and colleagues who rely on this system to put out reminders. (Clearly, we can’t have several people handling and putting paper into a plastic folder which is collected by two dozen mixed-year students in a confined space, and into a plastic folder which then exchanges hands).

Student Grouping (“Bubbles”)

- Year Groups will be in “bubbles”.
- This means that in class, and in all other organised activities and free time, we make sure that students only mix within their Year Group. This is to help lower the risk of transmitting the virus.
- Students will inevitably pass students from other Year Groups at times; however, the risks in passing for a second or two are minimal. Our job is to encourage them to keep moving, and if there’s room to step to one side.
- At break and lunchtimes Year Groups will have separate designated places and times to buy food, and designated zones to use whether it is a wet or dry day.

- We recognise that some students prefer to buy food in College; others to eat outside; others to play football; we are therefore trying to balance “normality” with the health requirements.
- Students will not be allowed to mix with different Year Groups in College, even if they are taking lunch at the same time, and we need to make sure this happens.

Cleaning and Enhanced Cleaning

- Teachers and support staff colleagues will have responsibility for keeping the surfaces of classrooms, and working areas clean through the day.
- Students will be asked to assist with this where reasonable to do so (in classrooms).
- An additional 5 minutes has been added to each lesson to allow for thorough tidying and cleaning of hard surfaces between lessons.
- Cleaning hours have been increased so that
 - Classrooms and offices will be cleaned at the end of each day, including doors and door handles
 - Toilets and student communal areas will be cleaned at regular intervals throughout the day
- There is a period of time built in between early and late break and lunchtimes so that eating areas can be thoroughly cleaned

Staff Communal Areas

- Staff communal areas such as department offices will be cleaned at the end of each day.
- This has implications for departmental “self-policing” as to maximum numbers in the room, and to observe the basic guidance on social distancing, hand hygiene, cleaning surfaces, cleaning equipment and not leaving unwashed crockery and cutlery.
- As ever, colleagues are welcome to bring in their own food and cutlery from home, and possibly a flask for hot drinks. Some did this during lockdown, and it is a further mitigation of risk.
- The Staffroom Kitchen has not always been treated well. To avoid constant use of the door handle and dishwasher door handle (and consequent risk of contact transmission), please rinse out cups/crockery and leave on the side. The dishwasher will be loaded and unloaded in large loads. Please do not just dump plates or mugs in the sink or on work surfaces.
- Make sure you wash your hands or hand sanitise every time you use the staffroom kitchen.
- The Staffroom Kitchen is small; be aware that if you and a colleague are having a chat, a third colleague should not enter. Step outside into the staffroom, or through the conservatory door.
- The Staffroom itself can accommodate 17 colleagues. This should be fine for colleagues lunching in a small group, and certainly for colleagues who want a quiet “sit” for a few minutes. It will limit most briefings.

Bins and Litter

- Each classroom will have one bin with a lid. This bin must be used for disposable masks, used tissues. It can be used for general litter as well, but there will be other bins for this purpose.
- Bins will be emptied after 3.20 every day
- More than ever, students MUST take responsibility for their litter and dispose of it properly, and this will need frequent reinforcement.

Risk Assessments

- The overall risk assessment for the College is on the College website and will be updated regularly
- There are internal subject risk assessments in line with statutory and (as far as possible) non-statutory guidance in Science, PE and Design Technology, including Food.

- All subject areas are expected to apply reasonable common sense to further mitigate the risk of transmission (provided that this does not compromise or contradict the general guidance)
- For colleagues, there are generic risk assessments according to their role in the College
- Colleagues who have been shielding or are clinically vulnerable will be entitled to an individual risk assessment; please contact MA-T.
- Similarly, students who have been shielding or are clinically vulnerable or have complex SEND will be able to have an individual risk assessment. Please direct them to the relevant AtHoS in the first instance.
- Caterlink, our caterers, have food industry standard risk assessments in place.

Home Working for Colleagues

- The only colleagues for whom home working is even a possibility are some colleagues in the administrative support staff. This should be raised with the College Manager. (This would change, of course, in the event of full or part closures: see section on Contingency Plans).

Equipment

- **It is more important than ever that students come to College properly equipped so that they do not have to borrow or share equipment.** Please remind them ! If a student has no equipment, teachers will have to lend pens and pencils, or even just give them on indefinite loan.
- Lots of us are used to giving out sheets and assessment grids and knowledge organisers, issuing glue and scissors, and letting students stick things into their books. This is “allowed” but has to be very tightly managed. Every gluestick or scissors will need to be thoroughly wiped after use. Allow extra time. You might think about reducing the amount of paper or other ways of getting the information recorded.
- For larger, shared equipment in some subjects, ensure it is properly wiped down before being used by a different Year Group/bubble, and if practical to be left for 72 hours.

Face Coverings and Masks

- **We are recommending and strongly encouraging the wearing of face coverings** or masks between lessons, at break and lunchtime, and in communal areas. This applies to both students and colleagues.
- Colleagues who routinely work within 1 metre of students for extended periods, and First Aiders, are expected to wear appropriate PPE.
- Students are not to wear face coverings in lessons unless they have particular needs and this has been previously agreed. Other mitigations are in place, including seating and ventilation. This information will be communicated from AtHoS/Add Spt. If in doubt, let a student in your class keep the mask on.
- Teachers are permitted to wear a clear face visor in lessons if you wish to. If a Perspex screen would be a further reassurance, please let Ann know.
- Students are expected to wear face coverings on public transport, and recommended to wear them on school transport. They will need reminding about this, as well.
- On balance, it is most practical and hygienic that students take responsibility for their own mask and store it safely in their own plastic bag.
- If colleagues or students need to dispose of a mask, please use a bin with a lid.

Meetings

- Wherever possible, consider whether meetings could be conducted remotely through Teams or other video platforms.
- All meetings should aim to conform with the 2m/1m social distancing limits. This, and the numbers attending, will impact on the choice of room/venue. Colleagues should remember that social distancing is not necessary for parents and children who are from the same household.
- Meeting rooms of sufficient size are limited: colleagues should book ahead and be prepared to be flexible, for example using a vacant classroom.
- Surfaces must be wiped down after the meeting.
- Regarding whole-staff meetings and briefings, we will start cautiously and review. There are venues which could accommodate large numbers such as the Hall, especially with 1m+ distancing, and if we needed an emergency or highly important meeting they *could* be held. To start the term, though:
 - Monday's Staff Briefing will be via Teams, recorded; a key point is that with the need for enhanced supervision it is perhaps not wise to tie up most colleagues for a briefing
 - Thursday's Staff Briefing items will be e-mailed if urgent, and all items will be put in the SIS
 - After-school whole-Staff Meetings are under review as above
- Most meetings of staff teams are in sufficiently small numbers to be held in a classroom.
- Colleagues will need to consider the safe use of department offices and communal areas, especially with regard to maintaining 2m social distancing as the ideal. These communal areas will need frequent and stringent cleaning regimes by department colleagues throughout the day.
- Student meetings and assemblies can only be made up of the same Year group.
- Visitors from external agencies are allowed on site, and can take part or lead meetings as appropriate. This would include (for example) Educational Psychologist, Education Welfare Officer, Social Workers, SEND advisers, Careers Advisers, School Nurse, NHS personnel. If in doubt, colleagues should consult AH or KB.

Conversations

- A vast amount of our operational business takes place in conversations between students, student-adult, and extensively adult-adult. "A quick word" is such a regular occurrence that we all risk taking conversations for granted.
- Individuals need to take responsibility and be alert to the risks: social distancing of 2m/1m, not perhaps directly face to face, use of masks, no raised voices (aerosol transmission of droplets). Experience from exam results days suggests that we need to remind each other almost as much as we will need to remind the students....

Well-being of Colleagues and Students

- Our key principle is to get back to near-normal for the majority of staff and students, and support those who find returning to be more difficult.
- We are all different. For all students and colleagues, there will be different degrees of anxiety about returning to school. We ALL must recognise this, and be supportive of each other.
- Many things will be familiar, but there are new routines and rules and expectations. This can be stressful in itself, a feeling of having to get everything right, and the cognitive load of the new term plus other stuff to learn. This is likely to be more challenging and tiring than a normal September return. Colleagues must manage expectations, and do not be too hard on yourselves.
- Adults are more at risk to covid-19 than children, hence the enhanced risk assessments and protective measures, especially for the most clinically vulnerable. If colleagues have concerns about their physical or mental health, please contact MA-T in the first instance.

- We have a huge responsibility for students' well-being, of course. The following is from an article by Professor Barry Carpenter on the "Recovery Curriculum". It's a pause for thought, a reminder that students have had different experiences over the last six months, and that we will have to use great skill and emotional intelligence to return to "normal". Carpenter identifies five levers needed to achieve this, and employs the term "curriculum" in a broad sense of holistic learning
 - *Lever 1: Relationships - we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.*
 - *Lever 2: Community - we must recognise that curriculum will have been learned at home in the community for a long period of time. We need to listen to what has happened in this time...*
 - *Lever 3: Transparent Curriculum - all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss. [The worst thing we can do is bang on to students about how much learning they have lost, possibly as a driver to make them work hard, because we will just be confirming their main educational anxiety and validating that they have a mountain to climb].*
 - *Lever 4: Metacognition - in different environments, students will have been learning in different ways. We must make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.*
 - *Lever 5: Space - to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations. [This sounds a bit airy-fairy, but is a key point. Students – humans, in fact – need pockets of space to think and process. There is a risk that we will expect too much too soon, and this would be counter-productive. Put differently, there's no point drumming in more information if the cognitive load has been reached]*
- A minority of students will have suffered adverse experiences during lockdown, or a loss of routine, and will struggle badly to re-enter learning.
- All of our support systems are in place: tutors, Schools, Additional Support, Skills Room, Counsellor.
- As above, students will be anxious about lost learning, so all subjects will be deciding on what is essential catching-up, especially in terms of skills. and in exam years content as well.
- We anticipate that many students will find the return to College more tiring than usual, and we will take this into account in their teaching.

SECTION TWO: MOVEMENT AROUND THE SITE

Arrival in the Morning

- **There are no staggered arrival times for different year groups.** This is because so many students arrive by school and public transport that it would be impossible to enforce staggered times.
- Students can arrive from 08.00 but this is on the understanding that there can be no guarantee of supervision at this time. Students should go to their tutor rooms. However, in reality this might mean they have to hang around outside the block or in a corridor. They can't go to the Giraffe House as before, because we'll get cross year-group mixing.
- Parents/carers are asked to be careful and considerate when dropping children and aim to avoid arriving at the last-minute; it is likely more parents will drive their children, and the nature of the site means that there is a significant risk of congestion and even gridlocked traffic. Relevant for morning duty staff.

- **Students should enter the site by the gate closest to their tutor room** (i.e. Coach Park for Maths, Main block, Humanities, some Science; Sports Hall for English, some Science; Dance Studio Post-16 only). If students wish to access the breakfast service, they should enter by the Coach Park gate and then observe the one-way system. (Enter through the patio door; 2m distancing; grab and go; no sitting in; exit to the playground)
- Buses will be disembarked one at a time. Students should anticipate the possibility of having to wait.
- Students are to go directly to their tutor room. They are not to gather together, or wait for friends to arrive: this is a significant change for students who like to “wait for their mates” but we need to be firm and friendly.
- This also has significant implications for supervision. By preserving “home territory” and specialist teaching rooms for colleagues, rather than zoning, this means that we have different year groups in tutor rooms in the same block. So, from about 08.30, there will need to be a colleague or two from the block wandering the corridor. I realise this won't be very popular, but it is necessary: we can't just kick students out of the block as we are used to doing, and will need to hammer home students' sense of responsibility. We will be looking to deploy colleagues without tutor groups, but this is easier said than done as there is a lot of demand for duty staff in the morning. The only real alternative is to zone students in year groups for registration (eg Y7 in English, Y8 in Maths...), which will entail a lot of staff moving, so there is an incentive to make it work!
- Students are expected to wash or sanitise their hands on arrival in the first building they access in College.
- If students arrive late to school they go to Reception to sign in as before.

Departure at the End of the College Day

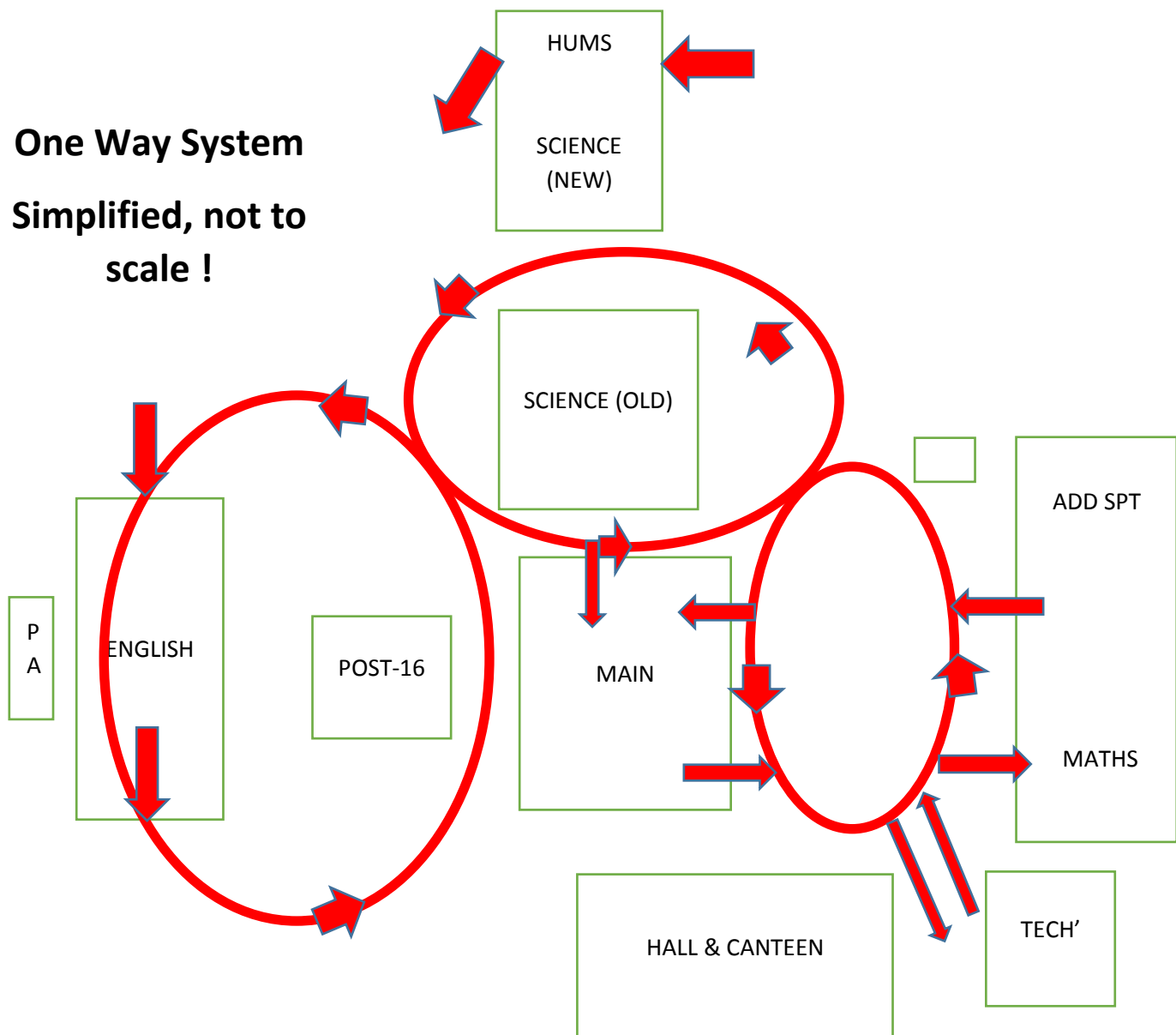
- We cannot use our normal methods because there will be significant mixing of year groups. The idea of holding all students in the playground is simply not practical: 500+ students in at least 16 lines is asking for trouble and for extremely high levels of staff supervision. There are good reasons that this model of departure was abandoned in the late 1990s.
- Years 10, 11, 12 and 13 will be dismissed from class **at 3.15 pm**. They are expected to go straight home, straight on to their CV school bus, or wait in the playground for Stagecoach buses 2 and 3. These year groups will be sitting at the back of the buses and therefore need to get on first.
- Year 10 -13 teachers (if not on duty) should use the five minutes to check corridors and immediately outside to ensure students are moved on in the right direction.
- Stagecoach 1 is normally waiting by 3.15-3.20. So, students for Stagecoach 1 can board straightaway. Stagecoach 2 and 3 should wait in the playground. If they wait as before lockdown, there would be a big crowd of mixed year groups which other year groups have to walk through. Stagecoach 2 and 3 can only really line up parallel to the Maths block on that side of the playground. This is to allow flow of students past towards the coach park. They also need to line up in year groups (5 lines, with Stagecoach 2 and 3 students combined. Why ? 5 lines are easier to manage than 10). This will be a challenge for the first few days until students get used to it. The rationale is simple: on College premises, students are in bubbles, and are encouraged to stick to that on public buses as well.
- Colleagues on duty need to be especially vigilant about preventing gatherings in groups or clusters, especially mixed year groups.

The One-Way System: Whole Site

- There will be a circular route around the centre of the site (old Science Block) which will be one-way anti-clockwise.
- There are two further circles to and from English, and around the playground by Maths (also anti-clockwise).
- These routes are clearly marked with floor arrows and instructions, and with other signage.

- Students are expected to follow this **at all times** except for FIVE specific places and times, all fairly minor, and involving very few students:
 - If going to a lesson upstairs in the Main Block (MF, some IT, some Art rooms) students can use the entrance by AR1/PA1 and turn left against the one-way system for 5 metres to then go upstairs.
 - Year 10 and 11 only, at lunchtime only, can leave the Giraffe House to go to the field through the “no exit” door by AR1/PA1, and go against the one way system for about 5 metres
 - Breakfast Service only: entrance from the patio opposite DT, exit into the playground. This is opposite to the normal arrangements at break and lunchtime.
 - Post-16 main entrance: from entering the site, Post-16 students only go against the flow for a few metres.
 - Humanities downstairs: students from HU1 and HU2 exit through the main doors, the “wrong way” for about 5 metres, and need to be aware of next HU1 and HU2 lesson arriving and SC9 exit.
- Colleagues are expected to follow the one-way system *as much as possible* to aid supervision. However, perhaps stating the obvious, colleagues have every right to use a different route, because often you will need to get to a room or duty ahead of the students, or have an urgent issue to deal with. Also perhaps obviously, it would not be tactful or sensible to plough through an on-coming crowd of students: pick your times to move carefully !

**One Way System
Simplified, not to
scale !**



One-Way Systems: Individual Buildings

There will also be one-way systems within each block, with fixed entrances and exits.

Block	Entrance	Exit
Main	Playground, nearest PA2/Skills Door by PA1/AR1	Playground, nearest Library/Hall Door by PA1/AR1 <i>breaks and lunchtime only</i>
English	Fire doors nearest field	Doors nearest amphitheatre
Maths	Door nearest MA7, MA 6	Door near Additional Support, VO1
Science (Old)	Mix of fire exit or corridor depending on room	Fire exit from room
Humanities	Upstairs: via fire escape stairs Downstairs: through PE corridor	Up: Doors nearest field Down: Doors opposite small office
Technology	By individual workshop	By individual workshop Sometimes DT2 exit through DT1

Fire Alarms

- A fire alarm overrides the one-way system. Colleagues should ensure students leave buildings by the quickest route, and go to the assembly point on the field also by the shortest route. (In practice, many of the shortest routes conform to the one-way system, anyway).
- The risk of fire is greater than the risk of covid. So, while colleagues should try to reduce year groups mixing, the priority is to get to the field as quickly as possible. (And risk is mitigated by being outdoors, most students wearing masks, and mixing being relatively fleeting)
- To reduce mixing, students will be lining up in **Year groups**; Year 7 nearest the Community Farm, Year 11 nearest the Science block side of the field.
- There must be a gap of at least a metre between each line, two metres between Year7/8, Year 8/9 and so on.
- We intend to get some signs or markings. In any case, colleagues who are on the field first need to be ready to direct students accordingly.

Movement of Students

- Students should walk between lessons ensuring they stay with their class or Year Group, and avoid mixing with other Year Groups. They are strongly encouraged to wear face coverings.
- Students in classes may have to wait at certain “pinch-points” around the College site, and be patient
- We need high levels of staff supervision or at least visibility during lesson change-overs, please.
- Students will have to walk a bit further than their pre-lockdown short cut!

Lining-Up for Lessons

English	Students to line up in 4 classes on the plaza (EN 5-EN8), 4 classes on the “Drama” plaza (EN1-4)
Maths	Students to line up in classes on the playground
Science SC1, SC3, SC4	Students to line up in classes on the plaza
Science SC2	Line up on grass and use fire exit as entrance
Science SC5	Line up tight into Science building alongside SC5
Science SC6	Line up alongside AR1 on path towards staffroom
Science (SC7-9)	Students line up outside relevant lab

Humanities (upstairs)	Students enter up the fire escape stairs and straight into class
Humanities (downstairs)	Students enter through PE office corridor and straight into class
Languages	Students straight into class
AR1	Line up along corridor by staffroom
PA1	Line up along wall alongside PA1 if not straight in; exit PA1 using playground door
PA3 and PA4	Line up outside rooms on small plaza area tight into building, for PA3 snaked around fencing
Technology	Line up outside DT block if not invited straight into class
English	Students to line up in classes on the plaza
Maths	Students to line up in classes on the playground
Science (SC1-6)	Students to line up in classes on the plaza
Science (SC7-9)	Students line up outside relevant lab
Humanities (upstairs)	Students enter up the fire escape stairs and straight into class
Humanities (downstairs)	Students enter through PE office corridor and straight into class
Languages	Students straight into class
AR1	Line up along corridor by staffroom
PA1	Line up along wall alongside PA1 if not straight in; exit PA1 using playground door
PA3 and PA4	Line up outside rooms on small plaza area
Technology	Line up outside DT block

- In order to control entrance and exits, avoid year groups mixing, and reduce the risk of transmission, a more structured approach to getting classes in to lessons will be adopted.
- There will need to be some flexibility, depending on whether classes have left the classroom/block to allow others in. Similarly, if one room is ready and another isn't, classes can go in without everything having to be ready.
- This will mean that for some subjects, colleagues will need to collect their classes from outside. In turn, this means that in terms of supervision it is very important that someone gets out their early.
- If it rains, on the spot judgements are needed. How hard is it raining ? How many groups are lining up ? Can we get them in more quickly, even if this means a temporary line-up in a corridor or back of a classroom ?

SECTION THREE: DAILY ROUTINES AND TIMINGS

Attendance.

- Staff absence should be confirmed in the usual way. Please tell Sue/cover@clystvale what the issue is, whether there is a suspicion of covid, whether you and/or household members are having a test.
- This is very important organisationally because test results generally seem to take 2-3 days, and depending on the exact time they are returned to you this may mean an extra day of supply is required.
- Clearly, if a colleague is tested positive, then a number of procedures have to be followed in a hurry !
- All students are expected to attend.
- There are a handful who cannot attend for medical reasons over and above "shielding".

- We will always seek to be sympathetic and supportive, and we will not be recommending fines for non-attendance if there are good reasons. (Devon County Council have adopted a similar position). Each case on its merits.

Daily Timings

- Our principle is to retain as much normality as possible. So, we have kept the five-lesson day. Lessons are a little longer than normal, to allow for cleaning and for some “travel time” around the site. To reduce Year group mixing, break and lunchtimes have been split.
- Afternoon Registration** will take place during Lesson 5. Students should go straight to Lesson 5 NOT tutor rooms. This has two main implications: it is ESSENTIAL that the period 5 register is taken at the start of the lesson; and this will impact on some RRS/tutorial activity. Registration in the morning is 5 minutes longer, which is some compensation, but tutors will need to adjust their weekly schedule.

	8.50- 9.10am	9.10- 10.15am	10.15-11.40am		11.40- 12.45pm	12.45-14.15pm		14.15- 15.20pm
			(10.15-10.35am)	(11.20-11.40am)		(12.45-13.15pm)	(13.45-14.15pm)	
Year 7	Tutorial	Lesson 1	BREAK - canteen (Hall/D&T)	Lesson 2	Lesson 3	LUNCH - canteen (top field)	Lesson 4	Lesson 5
Year 8	Tutorial	Lesson 1	Lesson 2	BREAK - canteen (Hall/D&T)	Lesson 3	Lesson 4	LUNCH - canteen (top field)	Lesson 5
Year 9	Tutorial	Lesson 1	BREAK - post 16 cafe (Plaza)	Lesson 2	Lesson 3	LUNCH - post 16 café (middle field)	Lesson 4	Lesson 5
Year 10	Tutorial	Lesson 1	BREAK- giraffe house (Playground)	Lesson 2	Lesson 3	house (bottom field)	Lesson 4	Lesson 5
Year 11	Tutorial	Lesson 1	Lesson 2	BREAK - giraffe house (Playground)	Lesson 3	Lesson 4	LUNCH - giraffe house (bottom)	Lesson 5
Post 16+	Tutorial	Lesson 1	Lesson 2	BREAK (post 16 café)	Lesson 3	Lesson 4	LUNCH - post 16 café (middle field)	Lesson 5

Break and Lunchtime

Yr	Early	Late	Eat	“Zone”	Field (Lunch)	Toilets
7	Y7		Canteen	Hall; outside Canteen and DT	Top third	Main Hall
8		Y8	Canteen	Hall; outside Canteen and DT	Top third	Main Hall
9	Y9		Post-16 Café	Plaza (Y9); Post-16 (P-16)	Middle third	Humanities
10	Y10		Giraffe House	Playground (Skills Room end)	Third nearest plaza	Giraffe House
11		Y11	Giraffe House	Playground (Skills Room end)	Third nearest plaza	Giraffe House
P-16		P-16	Post-16 Café	Plaza (Y9); Post-16 (P-16)	Middle third	Post-16

- Lunchtime has been reduced in length to 30 minutes to reduce mixing, and because few extra-curricular activities could be run safely.
- The disadvantage of split or staggered lunchtimes (in any school) is that there may be noise disruption to lessons continuing. Students taking their break must be sensitive to this, as must be supervising staff.
- In the event of a wet lunchtime, Years 7/8 can use the Hall (and we will be putting rain protection over the Canteen outside area). For Years 9 and 10/11 we have installed marquees in the relevant third of the field which can also be used as shelter during lunchtime.
- The Library will be closed at most lunchtimes (partly because of potential Year group mixing but also because Library lessons will be taking place for Year groups who are not on lunch). There will be a Year 7 only “Library Club” on Thursdays because they are having fewer Library lessons than in normal times.

- Students can play football or catch or “it”, but again calmly, avoiding too much contact, and must hand wash or sanitise thoroughly at the end of lunchtime and *wipe the ball* (bring wipes, or use spray and bloo-roll). Games of football should only be in small groups to comply with national guidelines. 6-a-side max..

Bells.

- Other than at 08.50 and 15.20 to mark the start and end of the day, there won't be any bells. With split breaks and lunchtimes it is difficult to have sensible, meaningful timings. A lack of bells may also help flexibility of student movement.
- Colleagues must therefore be very mindful of time. If necessary, request a clock and/or battery from maintenance. Do not allow classes to leave *too* early, but if they are ready and the corridor is clear....

Uniform

- Students are expected to wear full College uniform and observe the dress code with regard to hairstyles and jewellery.
- We are keen to retain the highest possible standards, but may have to be more lenient over minor uniform infringements. If students forget their tie, they cannot “pop down” to the Schools’ Offices to borrow one, and colleagues must not lend items of uniform.

PE Kit

- On days when students have PE, we will allow them to wear PE kit all day. BUT please read this whole section.....
- The reason is to reduce risks of transmission in changing rooms, which would mean lots of students in a confined space, possibly breathing hard after the session.
- However, we are insisting on **high standards of appearance**. We need students to not stretch the rules which makes overall standards fall, or makes the public think badly of Clyst Vale.
- We hope that for most students, they will cleverly combine College uniform and PE kit so they don't have to change but can still look smart.
- The basic PE kit worn must be CVCC kit or conform to the CVCC requirements for PE (ie shirts, shorts, skirts, socks).
- Students can't wear white or coloured trainers all day. Students will need to bring black shoes for the day, and bring trainers/boots for the lesson only. This is a particular point on which some students may try to take advantage.
- On cold/wet days, students will need to wear extra layers over their PE kit: for example, College jumper, trousers or skirt over PE shorts, coats.
- This is new: plain black or navy blue leggings will be permitted (provided they are worn for warmth and comfort: for example, they mustn't have logos, be sheer (really thin), or the fashionable ones with see through patches).
- To be crystal clear, hoodies of any sort, no matter how sporty or from a club or organisation, are not allowed. Similarly, sweatshirts and joggers are not permitted. Neither are tracksuits (tops, bottoms or both) although this *might* change after October half-term.
- If students are in Years 10 or 11 studying GCSE PE or BTec PE, they MUST NOT assume that they will have practical PE for every PE or BTec lesson: teachers will tell students.

Smartphones

- There is no change to our pre-lockdown policy.
- Smartphones are not permitted at any time between arrival at College and departure at the end of the day.

- If seen, they will be confiscated for increasing lengths of time as per the policy.

Food

- Colleagues have lunch in a variety of ways and venues. It is difficult to generalise. Colleagues are reminded that if preparing food or eating in a communal area to observe the basic guidance on social distancing, hand hygiene, cleaning surfaces, cleaning equipment and not leaving unwashed crockery and cutlery.
- As ever, colleagues are welcome to bring in their own food and cutlery from home, and possibly a flask for hot drinks. Some did this during lockdown, and it is a further mitigation of risk.
- We will operate THREE food collection points, each providing the same “grab and go” hot and cold food products. The three areas will be the Canteen, the Giraffe House, and the Post-16 café.
- One Year Group will use one of the areas for the first break and lunchtime; the three other Year Groups in the later break and lunchtime.
- Each Year Group will have a designated zone or zones at lunchtime to ensure separation from other Year Groups (see above).
- Students who bring a packed lunch should also use these zones, or seating in one of the food areas (although this is limited).
- **Breakfast Service.** We will continue the before-school breakfast service, but because of the risk of year groups mixing, it will be a “grab and go” service with 2m social distancing. Previously students were allowed to sit in.
- **Cashloader Machine.** This is a major hygiene risk for several reasons, so it will NOT be available. Colleagues who use the cashloader to top up their account will need to speak to Finance about setting up an on-line account. Similarly, students need to be directed to Finance.
- **Free School Meals.** Students in receipt of free school meals will have their account credited in the normal way. The voucher scheme from lockdown and the summer holiday has now stopped.
- There are different queuing arrangements in the Giraffe House to improve social distancing, especially for Caterlink staff. Queuing might be a little slower, but the layout precludes queue-jumping.
- Students in food queues are expected to sanitise their hands before joining the queue, and afterwards. We will be using fingerprint scanning, hence the need for hand sanitisation. The scanner will be wiped after every five students.

Drink

- The water fountains are slow, encourage crowding, and are a risk if not used carefully. However, we cannot close them down.
- To reduce risk of transmission through contact, students are advised to bring their own water bottle, preferably of a large size so that they do not need to use the water fountains to re-fill. There also needs to be both formal and informal supervision.
- We will mitigate risk by: queuing not crowding; clear instructions on the safe use of the fountains; face coverings are strongly recommended. There are fountains in the Post-16 café (Y9 and Y12-13) and the Canteen (Y7 and Y8) which would only be used by those year groups at their allotted time.
- A reminder that cans are banned at CVCC at the best of times. Currently, the metal surface of cans provides a small but additional health risk.

School Transport

- There is a separate School Transport Protocol which has been sent to all parents whose children use school transport services. The main points are:

- Students are to sit in year groups in ascending order from the front.
- Students are recommended to wear a face covering.
- Students must observe 2m distancing from the driver.
- Students should hand-sanitise on entry and exit from the coach.
- “No pass, no travel” will be rigidly enforced.
- (Students on Stagecoach buses, ie public transport, are *required* to wear face coverings.)

Behaviour and Behaviour Management

- The starting point is that the Behaviour Policy and sanctions remain unchanged. It remains firmly based on the RRS principles of Respect, Participate, Learn.
- Separation of year groups presents a challenge to some fundamentals of our sanctions. Numbers in the Bridge are limited, and we must avoid mixing Year Groups as far as possible. Detentions of mixed Year Groups are also problematic.
- Therefore, it is essential that we adopt classroom management strategies and approaches which maintain firm boundaries yet avoid confrontations requiring Stage 3 interventions.
- The 3-stage referral structure is unchanged, but has had to be modified.
 - For Stage 2 incidents, it is ok to move students within the room (it is the same year group).
 - For Stage 3 incidents, which must be a last resort, Year 9-11 students should be sent to the Bridge as normal. Year 7-8 students should be kept outside the classroom with a table and work to do, or if too serious or volatile use the SLT call-out system.
- All behaviour incidents to be recorded on SIMS in the usual way, and e-mail any Year 7 or 8 Stage 3 incidents (where you have hung on to the student) to Sean and the relevant School.
- There will be NO breaktime detentions in the Bridge. Lunchtime (and after-school) detentions can continue.
- If students mess around with hygiene products, deface or remove signs, or behave in such a way which goes against all the safety measures in place, this should be punished according to the 3 Stages.
- Hopefully it will never happen, but if this behaviour is a serious breach of the hygiene measures, and it puts other people at risk, then punishment could include exclusion from College.
- It is not possible to “park” students in another teacher’s class if that class is of a different year group. It is possible if the same year group, but generally this is not a good idea.
- Some colleagues occasionally shout at students. This is not good practice anyway, but with the risk of aerosol transmission, there should be no shouting, especially in close proximity, unless it is an emergency situation.

Duties and Supervision

- There’s no easy way of saying this, but all colleagues must be even more diligent and vigilant about duties and supervision. This includes being “visible” and out and about near classrooms or blocks during lesson change overs.
- With two breaks, two lunchtimes, greater control over arrival and departure required, close supervision of the basic one-way systems and frequent reminders to students about social distancing and hand hygiene, increased supervision was always likely.
- Support staff colleagues have been added to the rota, which is coordinated by Ann.
- There have also been some additional duty points included, and changes to existing ones.
- Please make sure you have read and understood the rota, that you are able to do the assigned duties (ie not teaching), and if there are problems or clashes please see Ann.
- “Doing a duty” is largely a matter of being a presence and applying common sense in a pleasant but firm manner. Remember 2m social distancing. Nonetheless, here are some notes for specific spots.

- Coach Park a.m. Disembark buses one at a time. Visually check uniform (remember PE kit is permitted). Remind students that if their tutor group is closer to the Sports Hall, they should use that entrance (it's a shorter route than going round the one-way system). When possible, monitor the breakfast service.
- Coach Park p.m. Ensure students go straight on to buses or leave the site. There will be a few who wait for lifts; keep an eye, and remind about social distancing (although some will be siblings so can stand together !). Let playground colleagues know if and when Stagecoach 2 and 3 arrive.
- Playground after-school. Encourage through-flow of students to coach park with no gatherings. Also corral Stagecoach 2 and 3 students into 5 year group lines at the lower end of the playground (to avoid getting in the way of the through flow)
- Canteen and Giraffe House. Similar to normal, except the queuing arrangements are different (and pretty clear) in the Giraffe House. With one year group at a time, mixing is not a worry. Some Year 10 and 11 might hang around in corridors (old habits), and will need moving on.
- Post-16 café. A new duty (Year 9 only). Essentially, get them in through one door, queue nicely, and out the other.
- All 3 eating areas. Watch out for hand sanitising before queuing; respect and 2m social distancing from serving staff; queue-jumping (as ever !); students are allowed to sit in, but will need to wipe tables and seats.
- Field. Flexibility needed according to weather, numbers of students, which end of the field, and marquees. Particular focus on warning against unnecessary physical contact; students not allowed to play contact sports; marquees used as teaching spaces so litter a particular issue; watch and whistle a good idea to aid timekeeping.

SECTION FOUR: CURRICULUM, TEACHING AND LEARNING

The Key Principle

- Our intention is to provide the broadest and most ambitious curriculum possible, in as normal a framework as possible.
- Keeping spec rooms; own teaching bases, expectations.

The Classroom

- Colleagues have responsibility to implement and maintain changes in the daily classroom routine:
 - Collecting students lining up for most lessons, often outside the block
 - Hand sanitising on arrival in the room and when students leave
 - Seating in rows facing forwards, with desks separated as much as space allows
 - Seating plans: students should sit in the same seat (aids contact tracing if required)
 - Observing 2m social distancing from teachers and other adults
 - Colleagues wearing a visor and/or having a screen on their desk
 - Some students may be wearing face coverings if they have special reason to do so
 - Careful distribution of books and resources, although safe to do so within a bubble
 - Sharing of textbooks also permitted within a year group; mitigations possible include:
 - Hand sanitiser

- Photocopy relevant pages in advance
- Some textbooks are now on-line and can be projected in classrooms or set as homework assignment (these may need a licence)
- One student in pair only to handle book
- Door and windows open if safe to do so
- Cleaning of hard surfaces at end of lesson
- Shelves tidied and room de-cluttered to make cleaning easier
- Students need to remember to bring equipment, and mustn't lend it.
- Cleaning of loan equipment (scissors and glue !)
- Stricter rules on equipment in practical lessons
- Teachers will not be able to walk around the room as much as before
- TAs in close working in visor and face covering

“Recovery” curriculum

As a department you will be asked to consider and implement the following:

- What content and skills have been missed ?
- Where are the gaps ?
 - Avoid the temptation to test, test, test. Use low-stakes quizzing and low-threat knowledge checks during lesson, e.g. a quick quiz, multiple choice questions, Q&A or paired discussion e.g. tell a partner 10 key features of.....
- How to catch up with the missed curriculum
 - Adapt your short-term planning
 - Use knowledge organisers, checklists, revision guides and/ or textbooks to remind students of the key content
 - Set aside the first two weeks of term for consolidation lessons.
- Tom Sherrington’s Tips
 - *Welcome pupils back, and get back into the learning as soon as you can*
 - *Begin lessons by celebrating what pupils achieved while they were learning at home: validate this learning and any work produced so pupils don't feel like this was a waste of time. Reassure pupils who didn't engage with home learning or didn't complete work that this is okay and that there's still plenty of time to catch up*
 - *Be explicit about what you're going to be covering: set everything out clearly in a timeline*
 - *Share knowledge organisers (or your equivalent) with students and parents*
 - *Be confident and optimistic when setting this all out (even if you don't feel this way yourself)*
 - *Give pupils the opportunity to practise what they're learning and show you that they understand:*
 - *Keep low-stakes assessment going throughout*

Assessment of Learning, Marking

- Alongside the recovery curriculum and teaching, we have a fundamental professional responsibility to assess students’ learning and progress.
- This is even more important this year. Should there be major lockdowns or significant changes to the 2021 exams we could be required to submit centre-assessed grades. Therefore, we need to maintain robust evidence of the grades which we are reporting to parents, and mark major assessments tightly to exam board markschemes.
- It is difficult to provide blanket advice which fits all subjects. Subject pedagogies mean many different ways of assessing learning, and some of these are likely to be more risk-free in covid terms. Examples from lockdown include Teams assignments, e-mailed photographs of work completed, short video clips.

- Most subject teachers use paper-based marking to assess students' work. This can continue, with due mitigation of risks. These include:
 - Hand sanitising before and after marking; between each book, or between every few books
 - Leaving a set of books for 24 or 48 hours before marking them if possible
 - Setting assessed work on A4 paper, and then scanning the set to mark electronically
 - Using Teams for assessed homework
 - Using e-mailed photographs or attaching them in Teams to show assessed work
 - Planning ahead so that exercise books never or rarely go home with students. This is a recommended course of action, but cannot be a blanket ruling as there will be occasions when a student will need to take their book home.
- We intend to sustain the assessment calendar which has been published.
- This includes narrative reports. In the probable absence of parents' evenings, a narrative comment seems more important than before.

Subject-Level Adaptations

- Again, it's impossible to provide blanket advice which will be relevant to every subject area, especially when getting into fine details of teaching, room lay-outs, equipment and all the other differences
- So, each subject/area of the College has a responsibility for any possible further mitigation of risk where possible
- PE and Performing Arts colleagues have specific guidance to follow
- Science and Technology have non-statutory guidance

IT Suites and Support

- IT suites must be subject to enhanced cleaning regimes: each keyboard and working area must be wiped down between every use. Students in timetabled ICT and Computing lessons will do this before use.
- IT suites are slightly higher-risk areas in a school context. Colleagues wishing to book IT suites may do so, but consider whether it is essential for learning or whether the same material can be covered another way. There are some subjects which use subject-specific software, essential for GCSE courses, who clearly must continue to do so.
- IT technicians will seek to move around bubbles as infrequently as possible.
- Visits to classrooms will be reduced as much as possible. There will be a Live Chat function for staff who require quick replies to issues with students: the most common issue is log/in or password. This is ONLY for urgent issues within a lesson. For fault reporting, use Helpdesk in the normal way. Students should not be sent to the IT office unless there is literally no other means of communication. The Live Chat is help.clystvale.org
- Similarly, colleagues should change old habits of "dropping in"; use Live Chat, Helpdesk, phone or Teams where possible.
- IT suite printers will be filled with paper and checked before school start times.
- Repairs will take place at times when IT suites or rooms aren't populated.

Homework

- Apart from Years 11, 12 and 13, there will be NO homework set for the first two weeks of term.
- Please be sensitive in the amount of homework set before half-term; we anticipate that many students will be more tired than normal; only set essential homework
- To reduce handling of paper, it is strongly recommended that homework will be set and marked through Microsoft Teams. It is accepted that this may not always be possible.

- Homework tasks need consideration. Some subjects set tasks to design and build an object or model. These should not be brought into College: risk of transmission, but also where will the objects be placed? Work surfaces and shelves need to be as clear as possible. An alternative could be submitting a photo.

Library Lessons

- Library lessons will continue as normal for Years 8 and 9.
- In Year 7, Library lessons will be every FOUR weeks. This means that Year 7 students will have a 4-week return date stamp.
- There will be a Year 7 only Library Club on a Thursday lunchtime because of this
- As far as possible, only one class will visit the Library per lesson, and the Library will be cleaned between classes.

Marquees

- The first purpose of the two marquees is to provide additional shelter for students and reduce the numbers in the building while lessons are still going on.
- However, they are also a useful space which may be of use to certain subject areas.
- Therefore, the Marquees are on the room booking system, except p4 when they could be in use for lunch.
- (Marquee E is nearest the English block, hence the “E”, and Marquee H nearest Humanities.)

Trips and Visits

- National guidance is that schools must not run residential and overseas trips, and that the only permitted trips and visits are day trips.
- Currently, the general advice is to hang fire and wait; if there really is a need to book a date, by all means do so, without committing a deposit, and in the anticipation that it might not run.
- Any trip must be one year group only, not mixed.
- There are one or two exceptions to this whereby a trip or visit is still relevant to an exam syllabus.

Integrating Remote Learning

- To an extent, this is a medium-term development, although early adoption will undoubtedly help reduce both risk and workload.
- We are likely to face situations when we are teaching in school, but different numbers of students are not able to attend, and require remote teaching simultaneously. This could be a small number of seriously medically compromised students; a larger number kept at home if local conditions worsen; whole year groups in a Tier 3 response (see below).
- So it would seem sensible to plan and resource lessons which can easily be sent home on Teams; even plan and prepare ON Teams, and adapt for live teaching with live students.

Microsoft Teams

- New Teams will be synchronised and available by Monday 7th September at the latest.
- Last year’s Teams still exist (and the resources, assignment and chat) if you need them; they are archived and you can access them through “manage Teams” through your settings.

- If you taught a “Year 9 into 10” group last year, this Team will still be live.
- Teams is one of the areas where there will be additional guidance and updates for colleagues. New features are being released reasonably regularly (remember Assignment Summary ?).

SECTION 5: CONTINGENCY PLANS

What happens if there’s an outbreak of coronavirus ?

The Government Guidance is that there are four stages of response, depending on the level of virus cases in the area. The decision to close would be made in consultation with the local health authorities; it would not be down to a school acting alone.

- **Tier 1:** All students attend school as normal.
- **Tier 2:** Secondary schools move to rotas, with students alternating a fortnight attending and a fortnight at home. Primary schools remain open to all.
 - In this case, we would teach students through Microsoft Teams in the fortnight at home.
 - There would be more “live lessons” for all year groups but Years 11 and 13 in particular.
 - There would be Emergency Childcare Provision, “ECP” for children of key workers and vulnerable children, but probably no school transport would run.
- **Tier 3:** Most secondary pupils learn from home as secondary schools and colleges are only open to vulnerable children, the children of key workers and selected year groups.
 - In this case, it will depend what “selected year groups” means and whether it’s the Government or schools who decide.
 - There would be some teachers in College for the selected year groups, but most teaching would be through Teams. With teachers in College, more lessons would be set at the time of the lesson, rather than in advance for the whole day, as in lockdown.
- **Tier 4:** All schools switch to remote learning, except for vulnerable children and the children of key workers, and students at alternative provision and special schools.
 - In this case, almost all teachers will be at home as well, with their own children if they have any, so you would be taught through Microsoft Teams more similar to during lockdown. Learning would be set more at the start of the day than at the correct lesson time.

Significant Levels of Staff Absence

- This would be a bit like a “snow day”.
- If too many teachers or their children were ill or self-isolating, we may not be able to run the College safely for all students, even if we get in supply teachers or combine classes from within the same year group.
- Unlike snow days, it is likely that we would have at least a day’s notice in which to inform you. Clearly, this isn’t something we would do unless absolutely necessary, as we realise it is highly disruptive for families.
- We would aim to keep exam years and the youngest year group(s) in College as priorities, depending on the exact staffing available.

