Dear Parents

I hope that you and your families are well.

The government has asked Headteachers to plan for a partial re-opening of schools from 1st June, focusing on **Reception, Year 1 and Year 6**. They have intentions to get all children in primary school (including Y2, Y3, Y4 and Y5) by the end of June - if feasible. We are keen to get children back in school and parents back to work. Whichever year group your child is in, we will also continue to offer key worker and 'vulnerable children' schooling next half term as we have for the past two months.

The link to the government's new guidance for parents *is here*. This guidance includes information about medically-vulnerable pupils and family members. If you wish to see the guidance school is working from, the link *is here* and the Department for Education *Key Action List for School Leaders* is at the end of this communiqué. Before 1ˢᵗ June, I will publish a detailed risk assessment and planning document and upload it to the school website for parents' information. Year groups that are not in school in June will, typically, continue to get the home learning support that we have provided thus far.

My initial thoughts are that we can successfully staff and accommodate these three year groups (R/Y1 and Y6) ensuring social distancing of two metres and providing a full time provision for all those children. However, if the government ask schools to provide 'classes' of 15 for **all** the year groups later in June, we may have to review our plans accordingly. This may involve classes being taught on alternate days.

For this initial partial opening, some groups may have to be subdivided into smaller groups and led by an experienced member of support staff rather than the class teacher (although the work will be set by teachers) to ensure the two metre self-distancing rule is in place.

The groups will remain with consistent staffing and be as socially distant from others as it is possible to be. Playtimes and lunchtimes will be staggered (I am working closely with Catering Leeds on the provision of school meals, but we may have to revert to pack lunches for children not eligible for free school meals).

We will try to increase the time that we spend outdoors and I am hoping the weather in June and July will be good! Separate groups will use separate toilets and we have very good provision of sanitizer and hand-washing facilities. To help to reduce infection parents may wish to provide their child with a pencil case with their own pencil, pen and pencil crayons but this is not a requirement.

Parents will be expected to be socially distant whilst dropping off and collecting children - please do not congregate closely together. I would encourage parents to utilise our drop off zone and not to enter the school building. If you wish to communicate with school email or phoning the school office are the best methods.

To assist with planning, I asked Reception, Year 1 and Year 6 parents to email school to provide me with an indication of pupil numbers as this would enable me to plan staffing and logistics. So far, we have had a number of parents email informing school of their intentions. There will be no need for parents to explain their decision to me as I will respect their wishes and non-attendance will not result in any fines.

We will be open during the half-term holidays on Monday, Tuesday and Wednesday for the children of Key Workers but school will be closed on the Thursday and Friday for a deep clean to be carried out by our Leeds CC cleaning team and for me to check all preparations are in place for school to be reopened for the 1st June.

Kestrels Before and After School Club will reopen on June 1st and will maintain their usual hours.

The Senior Leadership Team (Mr Norris/Mrs Oliver/Mrs Hyde) will meet next Thursday to double check and review our plans for re-opening. Our plans will be shared with the school governors too. I am also working very closely with my fellow Headteachers at schools within the Aireborough Learning Partnership Trust, Leeds Education and Leeds Diocese.

Over the next days and weeks, I will continue to keep parents informed of any changes.

Very best wishes and thank you for your continued support.

Mr Dale Norris
Headteacher

Key action list for School Leaders

This framework will be developed further and we will work with the profession to produce more detailed guidance ahead of 1 June 2020, alongside updates to existing guidance as necessary ahead of 1 June.

34 actions on this Key list:

Children and parents

- Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your local authority on your plans.
- In special schools, specialist post-16 and hospital schools only, agree which additional pupils will return irrespective of year groups to achieve a phased return.
- Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection).
- Plan to resume taking attendance registers and continuing to complete the online educational setting status form to provide daily updates on how many children and staff are in school.
- Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance (unless they are extremely clinically vulnerable and shielding, or medical advice or further guidance suggests they should not attend).
- Agree what returning support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities. Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers. Check for revised protocols from your local authority and update safeguarding policy if necessary.
- Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations.
- Work with your catering supplier to ensure meals are available for all children in school. Also, consider your arrangements for those year groups still out of school and eligible for benefits related free school meals.
- Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the implementing protective measures in education and childcare settings guidance), and under what terms.

Staff (teachers, support staff and non-teaching staff)

- Decide content and timing of staff communication(s) including if bringing staff in in advance of pupils returning is necessary.
- Consider options if necessary staffing levels can't be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers).
- Identify staff who can't return to school at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home (for example, supporting remote education).
- Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).
- Agree staff workload expectations (including for leaders).
- Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding).
- Put in place measures to check on staff wellbeing (including for leaders).
- Protective measures and hygiene
- Read the guidance on [implementing protective measures in education and childcare settings](#) and agree how this will be implemented in your school, including agreeing on any necessary updated health and safety policy and risk assessments.
- Decide the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas). Agree how safety measures and messages will be implemented and displayed around school.
- Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.
- Decide the approach to enhance hygiene (for example, toilet use, hand washing) and decide on policy related to usually shared items (for example, books, toys, practical equipment).
- Plan the school level response should someone fall ill on site (in line with relevant government guidance).
- Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.

Pupil wellbeing

- Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) and discuss with your local authority what wider support services are available.
- Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected.

Learning

- Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support.
- Work with your local authority or trust (and where applicable NHS Clinical Commissioning Group) and families to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans.
- Agree ongoing learning offer for eligible pupils who can't attend school, as well as offer for those that continue to be out of school.
- Agree ongoing approach for learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups.

Other considerations

- Work with other school based-provision as necessary (for example, nursery, SEN unit) to ensure policies are aligned where they need to be.
- Agree approach to any scheduled or ongoing building works.
- Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school.
- Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach.