

Abbey Hey Primary Academy Reopening Plan



September 2020

Rationale for Plan

The following plan aims to support our risk assessment by:

- Build on existing safe practices in mitigating the transmission of Covid 19.
- Organise year group bubbles to reduce the amount of staff working in contact with pupils and each other
- Ensure that staffing numbers are appropriate for the need of the pupils in each phase

Social Distancing

- All staff must respect the continued need to social distance from each other, parents and children as much as is possible. It remains an expectation that adults' distance 2m from each other. Leaders need to be proactive in ensuring their teams maintain good distancing. Clear signage needs to remain in and around the school building and grounds detailing the expectation on families and visitors to the school. Those on duty at parents' entrances must politely remind families to maintain distancing, reporting any concerns to a member of the SLT.
- It is important that young children get the help and support they need to access the curriculum and maintain self-care. It is expected that staff manage themselves well, keep as distanced much as is always possible and use good hygiene, at all times. It is not expected that children in the Early Years distance themselves from each other, but unnecessary hand holding, or close activities should be avoided.

Classroom Organisation

- Early Years classrooms need to be set up for continuous provision. Tables may be used for children to carry out their tasks but they are not expected to sit in rows or face forwards. The continuous provision needs setting up in small stages so that the children can be trained to and learn how to use it and look after it. The year leaders will develop a timetable of actions for support staff, to ensure there is rigour in cleaning of the provision. There should be a removal of textiles and fabric equipment including role play, cushions and soft toys and dolls.
- Year groups 1-6 will have their classrooms arranged in rows with two children sitting side by side, no child will face another child. Class libraries and storage for will be returned to the classrooms where space is available. Prior to the end of term, SLT will arrange one room as an example for teachers to then follow. Staff will meet for training on Tuesday 1st September, this will be followed by a planning day on Wednesday 2nd September, prior to the school opening on Thursday 3rd September to pupils.

The Curriculum

Many children have missed out on the good quality teaching and learning during closure and as such a period of recovery is imperative for children to be ready to continue in their education. In September all children will be baselined to evaluate both their outcomes and determine gaps in their learning. This will be done practically in the Early Years and by using PIRA and PUMA in year groups 1-6 from the previous year's Summer Term assessments. All year groups will also complete the United Learning Writing assessment. Year 6 will also use the 2017 SATs tests to obtain a scaled score which will also be used to track progress throughout the year. All tests and baseline information will be evaluated, and

gaps identified will be taught as part of a 'catch up' timetable agreed in year groups by the SLT. Class wide gaps in learning will be addressed through QFT in core lessons.

Breakfast Club

Breakfast club will only be available for working parents and those deemed vulnerable by the Safeguarding Team on the SLT. Parents will need to register for a place prior to the start date on Thursday 3rd September. They will need to provide evidence of their employment by giving details of their employer and a work contact number.

The club will be:

- Led by Julie Burywood and Linda Baguley.
- TA's in each year group will run a Breakfast club for that year group.

The club will open daily at 8.15am with children sent to their allocated Year Group breakfast room on arrival. They will then be sent to their classroom for their class group start times.

School Timetable

Each year group will enter and leave the school at a staggered time. This will reduce the number of children entering and leaving the grounds at a given time.

Children will filter into the building rather than line up. Staff will have to be present on the doors to welcome them, make sure they use sanitiser and after depositing their coats, go directly to their seats. Signs displaying the need to follow the guidance on social distancing will be clearly displayed around the grounds and school building. Hand sanitiser will be available by every door.

See below for class entry points and start and finish times.

Short Breaks

All classes from Yr1 - Yr6 will have a short 15 minute break throughout the day as year group bubbles.

TA's will supervise playground breaks while teachers clean the classroom and prepare for the next lesson.

See below for year group playtimes and locations.

Hand Washing

It is imperative that children are regularly reminded of the importance of good handwashing.

1. Use soap
2. Make sure it lathers
3. Clean between fingers and up to wrists
4. Rinse making sure you have spent 20 seconds
5. Dry hands thoroughly

Using hand gel does not replace handwashing, rather it is a secondary barrier following handwashing.

On entry to the school building children must apply gel at the hygiene stations either outdoors or just inside the entrance. They hang up their coats/PE kits in the cloakroom and enter the classroom to their place.

Toilet Breaks

Children should use the toilets allocated on the plan below. There should be no set toilet times, rather children will be allowed to use the toilets when necessary.

Lunch Times

Infant Hall:

The infant hall will be able to accommodate all children from the year group seated on one side of the dining tables (88 seats). This means that both school dinners and packed lunches will be catered for. The year group TAs will then supervise the children during their playtime on their year group playground.

Junior Hall:

The junior hall will be able to accommodate those children within the year group on school dinners seated on one side of the dining tables. (70seats). These children will be supervised by the Lunchtime Organiser. Children having packed lunches will remain in the classrooms and be supervised by the class TA.

Lunchtimes will be staggered (see class information below) and will either play out and then eat or vice versa. The class teacher will escort the children to either the hall or the playground (whichever is first). The children will then be taken to either the playground, hall or classroom by the Lunchtime Organiser or class TA whichever is supervising. Children will remain in each location for their 30 minute slot to prevent bubbles from mixing.

Adults cutting up food must, wash their hands, wear an apron and gloves, dispose of them after they have supported their class and then wash their hands again.

Children must sanitise their hands when entering and leaving the halls or classrooms and before they return to class at the end of lunchtime if necessary.

First Aid room: The old SLT office has been identified as the First Aid room. If a child is unwell, their parents will be called and pick them up from the car park without the need to enter the school building. Children and staff will use the room if there are any COVID related symptoms displayed in the school day. Any member of the school community that contacts the school to report that a child has COVID symptoms prior to entering the building, must be advised to stay at home and call the NHS hotline to book a COVID test locally.

Marking and Feedback

To reduce the need for staff to take children's books home, children will be trained to self-mark, where possible. The SLT will communicate with Year leaders particular exceptions once agreed.

Meetings

- Meetings will take place following the guidance for social distancing. With external services these can be done online through Teams/Skype.
- Social Workers must be welcomed into school and given a room to meet with children.
- Year group meetings will take place weekly, in a classroom with distancing adhered to.
- SLT will take place weekly in the SLT room with the Principal, Assistant Principals, SENDCO and School Business Manager in attendance.
- The Principal will meet with Year Leaders as and when he needs to with prior arrangement
- Teacher staff meetings will take place weekly in small groups or via Teams or Skype.

PPA and Management Time

- During the recovery period it is critical that children have the quality first teaching that they require to 'catch up' and plug gaps in their learning and knowledge base. Teachers must teach the core subjects and, with year leaders, agree a programme of 'catch up' sessions for groups and individuals. Cover lessons for PPA must be well-planned and contribute to the wider curriculum to ensure that children are getting the broader aspects of subjects missed during lockdown. PPA has been planned around PE sessions. TAs must be responsible for children changing and escort them to their sessions.
- A PPA timetable will be issued to staff separately.

Staff Working Patterns

- All staff will return fully to school in September.

- Where there are individual issues for staff, a risk assessment will be carried out by the Principal or School Business Manager in line with United Learning's HR Policy. The outcome of the risk assessment will determine the adjustments made to the working pattern
- Staff are reminded that they must be seen as role models to the local community. If they should need to leave the premises both before, after and during the working day, they must adhere to strict social distancing guidance

Nursery

	Bumblebee	Ladybird
Teacher	Mr Crump-Jones	Miss Chambers
TA	Miss Bayraktar Miss Smith	Miss Baguley Mrs Angus
Classroom	Nursery	Nursery
Start	9.00am	9.00am
Home time	3.15pm	3.15pm
Gate	Gate 3 Nursery Gate	Gate 3 Nursery Gate
Entrance	Back Nursery door 17 and 18	Side Nursery door 19
Toilets	Nursery	Nursery
Playtime	2 Nursery Areas	2 Nursery Areas
Lunch	11.30am– 12.30	11.30am – 12.30
PE	Tuesday PM CITC	Tuesday PM CITC
Fire Assembly Point	Infant Playground 1	Infant Playground 1A

Reception

	Bluebell	Daffodil	Snowdrop
Teacher	Miss Girvan	Mr George	Miss Ellison
TA	Miss Connolly	Miss Tyers	Miss Waine
Start	8.30am	8.40am	8.50am
Home time	2.45pm	2.55pm	3.05pm
Gate	Gate 2 Abbey Hey Lane Main pedestrian gate	Gate 2 Abbey Hey Lane Main pedestrian gate	Gate 2 Abbey Hey Lane Main pedestrian gate
Entrance	Entrance 1	Entrance 1	Entrance 1
Toilets	Reception	Reception	Reception
Playtime	Nature/ 3 Reception outdoor zones (Rota)	Nature/ 3 Reception outdoor zones (Rota)	Nature/ 3 Reception outdoor zones (Rota)
Lunch	Infant Hall 11.30 – 12. 00 Playtime 12.00 – 12.30	Infant Hall 11.30 – 12. 00 Playtime 12.00 – 12.30	Infant Hall 11.30 – 12. 00 Playtime 12.00 – 12.30
PE	Wednesday 1.30 - 2.30 Mr Harrison	Wednesday 9.00 - 10.00 CITC	Wednesday 10.00 - 11.00 CITC
Fire Assembly Point	Infant Playground 3	Infant Playground 2	Infant Playground 4

Year 1

	Poppy	Daisy	Buttercup
Teacher	Miss Donnelly/Miss Whiteside	Miss Figueira	Miss Wright
TA	Miss Girvan	Miss Lawton Miss Sinclair	Miss Carroll Miss Cejalvo
Start	8.30am	8.40am	8.50am
Home time	2.45pm	2.55pm	3.05pm
Gate	Gate 3 Nursery Gate	Gate 3 Nursery Gate	Gate 3 Nursery Gate
Entrance	Entrance 14	Entrance 14	Entrance 14
Toilets	Year 1	Year 1	Year 1
Playtime	1.45 – 2.00 Infant Playground	1.45 – 2.00 Infant Playground	1.45 – 2.00 Infant Playground
Lunch	Infant Playground 11.30 – 12.00 Infant Hall 12.00 – 12.30	Infant Playground 11.30 – 12.00 Infant Hall 12.00 – 12.30	Infant Playground 11.30 – 12.00 Infant Hall 12.00 – 12.30
PE	Monday 10.00 - 11.00 Mr Harrison	Wednesday 10.30 - 11.30 Mr Harrison	Wednesday 10.15 - 11.15 Mr Harrison
Fire Assembly Point	Infant playground 7	Infant playground 6	Infant playground 5

Year 2

	Squirrel	Badger	Hedgehog
Teacher	Mr Holden	Miss O'Donnell	Miss Kellett
TA	Mrs Johnson	Miss Woodier	Miss Taylor Miss Ahmed
Start	8.30	8.40	8.50
Home time	2.45	2.55	3.05
Gate	Gate 4 Gate at the back field	Gate 4 Gate at the back field	Gate 4 Gate at the back field
Entrance	Entrance 13	Entrance 13	Entrance 13
Toilets	Year 2	Year 2	Year 2
Playtime	10.00 – 10.15 Infant Playground	10.00 – 10.15 Infant Playground	10.00 – 10.15 Infant Playground
Lunch	Infant Playground 12.00 – 12.30 Infant Hall 12.30 – 1.00	Infant Playground 12.00 – 12.30 Infant Hall 12.30 – 1.00	Infant Playground 12.00 – 12.30 Infant Hall 12.30 – 1.00
PE	Tuesday 1.00 - 2.00 Mr Harrison	Monday 11.00 - 12.00 Mr Harrison	Tuesday 11.00 - 12.00 Mr Harrison
Fire Assembly Point	Astro Turf 11	Astro Turf 10	Astro Turf 9

Year 3

	Wren	Jay	Robin
Teacher	Mrs Losper/Mrs Cullen	Miss Kay/Miss Whitty	Miss Chen
TA	Mr Weston Mrs Stocks	Miss Harding Miss Wood Miss Tyers	Miss Farrell
Start	8.30	8.40	8.50
Home time	2.45	2.55	3.05
Gate	Gate 2 Abbey Hey Lane Main pedestrian entrance	Gate 2 Abbey Hey Lane Main pedestrian entrance	Gate 2 Abbey Hey Lane Main pedestrian entrance
Entrance	Entrance 2	Entrance 15	Entrance 15
Toilets	New toilets	New toilets	New toilets
Playtime	10.30 – 10.45 Infant Playground	10.30 – 10.45 Infant Playground	10.30 – 10.45 Infant Playground
Lunch	Infant Playground 1.00 – 1.30 Junior Hall 12.30 – 1.00	Infant Playground 1.00 – 1.30 Junior Hall 12.30 – 1.00	Infant Playground 1.00 – 1.30 Junior Hall 12.30 – 1.00
PE	Thursday 9.00 - 10.00 Mr Harrison	Thursday 10.00 - 11.00 Mr Harrison	Thursday 11.30 - 12.30 Mr Harrison
Fire Assembly Point	Infant playground 8	Astro Turf 13	Astro Turf 12

Year 4

	Owl	Miss Daly Falcon	Kestral
Teacher	Mrs Chadderton Miss Brown Miss McLarnon	Miss Daly	Mrs Splawnyk
TA	Miss Blake	Mrs Taylor	Mrs Bailey
Start	8.30	8.50	8.40
Home time	2.45	3.05	2.55
Gate	Gate 1 Abbey Hey Lane Main car entrance	Gate 1 Abbey Hey Lane Main car entrance	Gate 1 Abbey Hey Lane Main car entrance
Entrance	Entrance 9	Entrance 10	Entrance 8
Toilets	Junior Corridor toilets	Junior Corridor toilets	Junior Corridor toilets
Playtime	1.30 – 1.45 Junior Playground	1.30 – 1.45 Junior Playground	1.30 – 1.45 Junior Playground
Lunch	Junior Playground 11.30 – 12.00 Junior Hall 12.00 – 12.30	Junior Playground 11.30 – 12.00 Junior Hall 12.00 – 12.30	Junior Playground 11.30 – 12.00 Junior Hall 12.00 – 12.30
PE	Tuesday 2.00 - 3.30 Swimming (Mr Harrison)	Thursday 12.30 - 2.00 Swimming (Mr Harrison)	Wednesday 1.30 - 3.00 Swimming (Miss Bowcock)
Fire Assembly Point	Astro Turf 15	Astro Turf 14	Astro Turf 16

Year 5

	Rowan	Sycamore	Maple
Teacher	Mr Ravenscroft	Mr McCullough	Miss O'Neill
TA	Mrs Conlen Miss Aubert	Mr Jackson	Mrs Hartland
Start	8.30	8.40	8.50
Home time	2.45	2.55	3.05
Gate	Gate 1 Abbey Hey Lane Main car entrance	Gate 1 Abbey Hey Lane Main car entrance	Gate 1 Abbey Hey Lane Main car entrance
Entrance	Entrance 7	Entrance 5	Entrance 7
Toilets	Prefab Toilet	Toilet 3	Prefab Toilet
Playtime	11.00 – 11.15 Junior Playground	11.00 – 11.15 Infant Playground	11.00 – 11.15 Junior Playground
Lunch	Infant Playground 12.30 – 1.00 Infant Hall 1.00 – 1.30	Infant Playground 12.30 – 1.00 Infant Hall 1.00 – 1.30	Infant Playground 12.30 – 1.00 Infant Hall 1.00 – 1.30
PE	Friday 9.00 - 10.00 Mr Harrison	Tuesday 10.00 - 11.00 Mr Harrison	Tuesday 9.00 - 10.00 Mr Harrison
Fire Assembly Point	Junior Playground 22	Junior Playground 20	Junior Playground 23

Year 6

	Cedar	Elm	Oak
Teacher	Miss Westerman/Mrs Sarwar	Miss Fowler	Mr Buckley
TA	Mrs Raynes Miss Barlow	Miss Cooper	Mrs Burywood
Start	8.30	8.40	8.50
Home time	2.45	2.55	3.05
Gate	Gate 4 Gate at the back field	Gate 4 Gate at the back field	Gate 4 Gate at the back field
Entrance	Entrance 6	Entrance 6a	Entrance 5a
Toilets	Toilet 4	Toilet 2	Toilet 1
Playtime	11.15 – 11.30 Junior Playground	11.15 – 11.30 Junior Playground	11.15 – 11.30 Junior Playground
Lunch	Junior Playground 12.30 – 1.00 Junior Hall 1.00 – 1.30	Junior Playground 12.30 – 1.00 Junior Hall 1.00 – 1.30	Junior Playground 12.30 – 1.00 Junior Hall 1.00 – 1.30
PE	Friday 1.30 - 2.30 Mr Harrison	Wednesday 11.30 - 12.30 Mr Harrison	Monday 1.30 - 2.30 Mr Harrison
Fire Assembly Point	Junior Playground 17	Junior Playground 18	Junior Playground 21

Flexible Working

Vicki Chadderton – Tuesday to Friday

Amanda Eldridge – Monday to Thursday

Gavin Crump Jones – Monday to Thursday

Rachel Kay – Monday to Thursday

Holly Brown – Monday to Wednesday

Nikki Whitty – Wednesday to Friday

Emma Figueira – Tuesday to Friday

Javeria Sarwar – Wednesday to Friday

Jan Harding – Monday to Wednesday

Charlotte Taylor – Thursday to Friday

Elaine Girvan – Monday to Wednesday

Further Information

Working with central office, external agencies and teams within school.

How schools work with members from central office, specialists, and external agencies will need modifying to ensure that the integrity of bubbles is maintained. For the most part we would expect that these meetings take place virtually so that the number of people coming into schools is kept to a minimum.

Activities to be undertaken virtually
Central office visits, e.g. RD, BP, T meetings
Specialist support, e.g. SEND and EYFS support, subject advisors
Educational Partners visits
Moderation meetings
Pay moderation meetings
Capability meetings with unions
LGB meetings
Recruitment interviews
Safeguarding audits
External agency meetings, e.g. maths mastery visits and RWI visits

Activities to be undertaken while maintaining social distancing
Safeguarding meetings
Return to work meetings following absence
SLT and MLT meetings
Informal capability meetings
PDRs
Pupil progress meetings, including PP, SEND, target setting and assessment.
Induction for staff and pupils
Internal coaching sessions

Leadership in Bubbles:

While our new operating model is going to change the way we do things, with some adjustments we can continue with the school leadership activities that we would normally undertake. The below are suggestions for how our schools could go about doing this.

School leadership activities

Activities	
Interventions	<ul style="list-style-type: none">• There is no better intervention than strong classroom teaching which targets support to those children who need it the most.• Given the need to limit small group interventions, strong classroom teaching should be the priority.

	<ul style="list-style-type: none"> • Where there are TAs in the classroom, teachers should identify the intervention most needed and ensure their TA is supporting in delivering this and identify a space where this could be delivered, following social distancing. • Adults from different bubbles could deliver interventions to pupils from the same bubble if they can adhere to social distancing rules. This should be limited as far as possible.
Phonics groups	<ul style="list-style-type: none"> • Teachers will deliver phonics within year group bubbles. • Reception and Year 1 teachers may need to allocate additional time to phonics in small groups for focused support and extension. Where another adult is not available, teachers could engage other pupils in the classroom with phonics-based independent practice while focused support is delivered. • For Key Stage 1 pupils, teachers will slightly modify the curriculum to make time for bespoke phonics support in groups each day. It is recommended that phonics is taught for between 40 minutes and 1 hour. • For Key Stage 2 pupils, the teacher/ TA should deliver bespoke catch up programmes across the year group bubble to those children who require it.
Safeguarding meetings	<ul style="list-style-type: none"> • These meeting need to remain face-to-face. School will allocate and use a safe space within the school for this (Tracey Short and Amanda Eldridge's office), ensuring that it allows for social distancing. • Speaking to parents about any safeguarding incidents disclosed will also need to be face-to-face.
Behaviour support	<ul style="list-style-type: none"> • Wherever possible, the bubble's class teacher should provide support to pupils when needed. An additional adult (if available in the classroom) could provide supervision for the other pupils in the classroom while an intervention is made. • If needed, teachers could remove the pupil in need of support from the classroom and take them to a safe space – this should ideally be outside weather permitting. • Staff need to be mindful that the dignity of a child in crisis is maintained. • If it is not possible to remove the pupil from the classroom, they should remove all other pupils so that support can be given. • If required, members of the leadership team will support staff to ensure that all pupils are kept safe.
School assemblies	<ul style="list-style-type: none"> • Assemblies will take place each week using Teams in the classroom. • Whole school themes and issues will still be possible even if these are class-based or delivered virtually.

Wrap-around care: Breakfast Clubs and After School Club	<ul style="list-style-type: none"> • Breakfast club will take place in individual classrooms from 8.15am. • Children will be supported by the TA linked to the year group. • Places need to be pre-booked and prioritised for key worker and vulnerable children. • A limited number of places, no more than 15, will be available for Key worker children at after school until 5pm.
Subject specialism (CITC)	<ul style="list-style-type: none"> • CITC will support children in the EYFS in class bubbles. Social distancing will be adhered to by the teachers.
PE lessons	<ul style="list-style-type: none"> • Whenever possible, PE lessons will take place outside with social distancing in place between the sports coach and the bubble. • Lessons will limit the amount of equipment that is used and where this is needed, ensuring it is cleaned after use. • Children will not engage in contact sports.
Fire drills	<ul style="list-style-type: none"> • At different times, each class will practice the routines and procedures for what happens in the event of a fire. This will be included as part of induction in the first week back. • <i>In the event of an actual fire or unplanned drill, getting pupils out of the school safely would need to override social distancing measures. Pupils should be made aware of this.</i>
Parents' evenings	<ul style="list-style-type: none"> • PIRA and PUMA results will be shared with parents along with the Learning Conversation. • Dependant on the guidance, school plan to offer an additional parents' evening during the Spring Term.
Leadership remaining visible around the school for staff and pupils	<ul style="list-style-type: none"> • The Principal will move around the school at low traffic times and maintain social distancing. • Staff can communicate with the Principal through; emails, phone calls or by visiting the office and maintaining social distancing. • Principal will provide regular Teams story times, check-ins, assemblies and messages with each class.
Weekly staff meetings and staff briefings	<ul style="list-style-type: none"> • Staff meetings and briefings will be delivered in a socially distant manner in the school hall, if possible. • CPD sessions, where possible, will be organised in teams. • Online Educare linked to teaching and learning will also be used to supplement the face to face sessions.
PPA cover	<ul style="list-style-type: none"> • Classes will be allocated 1 hour per week with the Sports Coach. • Additional time will be timetabled.
Lunch duties	<ul style="list-style-type: none"> • Lunchtime organisers will be allocated to a class bubble. • Year group bubbles to eat in the hall together. • Children will not sit directly opposite others and will forward face.

	<ul style="list-style-type: none"> • Year groups timetabled to eat in the junior hall will split into those needing a school dinner (eat in the hall) and those who eat a packed lunch (remain in the classroom. The class TA will supervise the classroom, whilst the Lunchtime Organiser will supervise the hall. • The teaching assistants linked to class bubbles eating in the infant hall will support children during outside play. • A hot meal will be provided. • Halls will be cleaned before the year group leaves by the staff supervising the bubble. • Staff will be timetabled half an hour in either of the two staffrooms to maintain social distancing.
Break duties	<ul style="list-style-type: none"> • Staff will cover break times within year group bubbles. • Wet breaks will be covered by staff in the class bubble, in the classroom.
Teaching and learning	<p>Book reviews (monitoring teaching and learning)</p> <p>To allow staff to continue to review books to assess pupil progress, subject impact, and the quality of teaching and learning, the following approaches will be adopted:</p> <ul style="list-style-type: none"> • Identify the subjects for review and share with staff in the monitoring calendar. • Staff to submit books on Friday, washing their hands before handling, wiping the books down, and leaving over the weekend. School Leaders to then review books on the following Monday. <p>Lesson drop-ins</p> <ul style="list-style-type: none"> • Technology such as IRIS and Swivl to be used, where available. • Doorway drop-ins to be in place with written feedback left by the doorway for the teacher to collect afterwards.
	<p>Pupil progress meetings</p> <p><i>What could this look like?</i></p> <p>To allow pupil progress meetings to continue effectively, the following approaches will assist:</p> <ul style="list-style-type: none"> • These meetings will be run with social distancing in place, with the relevant documents completed and shared electronically beforehand.
	<p>Subject focused evaluation</p> <p>To ensure that reviewing the impact of specific subjects, subject progression and sequential learning continues, the following approaches will assist:</p> <ol style="list-style-type: none"> 1. The subjects to be reviewed will be planned through set assessments, moderation, and an evaluation calendar. This will be shared with staff so they can plan accordingly.

	<ol style="list-style-type: none"> 2. Leadership meetings with social distancing in place to look through books and curriculum materials (triangulated with book reviews, using the SharePoint materials saved). 3. Pupil Voice will be gathered either from Forms or in meetings with social distancing in place using visualisers to share books for discussion. 4. Forms will be used to gather information from teachers on their subject knowledge and curriculum impact. 5. Teams/Skype calls with staff could be used to gather information on subject areas.
	<p>Observing best practice</p> <p><i>What could this look like?</i></p> <p>To ensure that observing best practice continues among teachers, the following approaches could assist:</p> <ol style="list-style-type: none"> 1. Colleagues could watch a pre-recorded model lesson (or a specific element of it) before discussing its strengths and what they will take away and implement. They could then share recordings of their own sessions with colleagues. 2. Pre-recorded elements of lessons could be uploaded to SharePoint with lesson plans and photos of outcomes for others to access. 3. One teacher at a time could watch good practice from the classroom doorway with social distancing in place.
	<p>Pupil voice</p> <p><i>What could this look like?</i></p> <p>To ensure that there continues to be opportunities to enhance monitoring through pupil conferencing, the following approaches could assist:</p> <ol style="list-style-type: none"> 1. Pupil conferences with social distancing in place could be held (using outdoor areas also) to conduct book reviews, lesson observations and subject evaluations. These could also be undertaken virtually. 2. To survey pupils, Forms could be used with pre-set questions for specific children to answer, as well as other additional online tools such as ImpactEd, and Edurio Survey.
	<p>Staff development</p> <p>Maintaining professional learning communities (PLCs)</p> <p><i>What could this look like?</i></p> <p>To allow PLCs to drive school improvement, the following approaches could assist:</p> <ol style="list-style-type: none"> 1. Staff should continue to be involved in learning communities to evaluate and develop practice that has a direct impact on pupil outcomes. Teams calls could be used with documents saved to SharePoint for review. 2. Forms could be used to evaluate the impact of PLCs. <p><i>Other information to consider:</i></p>

- PLCs empower staff to develop new initiatives that have a direct impact on outcomes.
- It is useful for governors and other leaders to see how all staff and teachers are involved in the school improvement process.

Team teaching and planning support

What could this look like?

To support the development of quality first teaching through team teaching and planning support, the following approaches could assist:

1. The lead teacher could record a lesson they are teaching using this as a reference point to illustrate best practice.
2. Lessons could be planned together with social distancing, using outside space where possible.
3. Planning could be uploaded to One Drive and annotated by the teacher and lead teacher, whilst video conferencing.
4. A shared Sharepoint/One Drive site could be used for teachers to upload their planning with relevant leaders invited to the site to view and meet to give feedback.

Other information to consider:

- Digital comments could be added to planning documents to evidence support for individual teacher development.
- Online planning files could be built as a tool for regular monitoring by leaders.
- A bank of best practice lesson recordings can be used for future CPD support and induction of NQTs/RQTs.

Line management

Line management

What could this look like?

To allow line management meetings regarding contracts, performance, support plans, and well-being to continue, the following approaches could assist:

1. Line management meetings can be held with social distancing in place or on Teams/Skype where this is not possible.

Other information to consider:

- Planned and regular line management meetings are an effective way to prioritise lines of communication whilst working in bubbles.
- Additional colleagues, senior leaders and HR can also be invited to join meeting virtually, even where the line manager and employer can meet face-to-face but socially distant.

