



Monday 4<sup>th</sup> January 2021

Dear Parents/ Carers

### Information for parents on the reopening of Oakley Vale for the Spring term

There has been considerable national debate on the reopening of primary schools from the start of the Spring Term. Under current legislation and government guidance we are required to reopen fully during the week commencing 4<sup>th</sup> January

Our school has revised its health and safety risk assessment in the light of the most recent guidance now we have moved into tier 4. However, a number of trade unions representing school staff are recommending to their members that they don't attend school due to safety concerns. As a result, we have sought to establish the impact staff availability will have on our ability to deliver education in school. I am writing to confirm that we will be reopening on Wednesday 6<sup>th</sup> 2021, as normal with a full complement of staff.

The measures that we have put in place ever since September 2020 have been effective in managing Covid-19 cases so far. Our staff have worked relentlessly to make school as safe as possible. The support of parents has also been crucial as you have worked closely with us to reduce the spread of the virus and ensure children are able to continue with their education.

These arrangements will remain under constant review. In the meantime, please can we ask for your support with the following:

- By wearing face coverings, if you can, when dropping off and picking up your child. If an elder sibling over the age of Year 7 is doing pick up and drop off please can they also wear face coverings.
- Make sure you are socially distancing when you are waiting to come into the gate and in any contact with school staff.
- Only one adult, if possible, to drop off / collect.
- If you need to discuss anything with the class teacher please ring the office and the teachers will call you back.
- Children **do not need** to bring any bags to school other than their lunch box and water bottle.
- Reading books will be brought into school on a Friday and new books will be sent home on a Monday.
- If your child has any symptoms of COVID or is appearing unwell, please keep them at home.

In the event of a sudden bubble/ school closure we will be following the School's Remote Learning Policy.

It is important that you are clear about how we will support your child/ren's learning if they are unable to attend school for the following reasons:

- 1) Awaiting a COVID-19 test or test result (Phase 1 support)
- 2) Are self-isolating or have received a positive COVID-19 test result (Phase 2 support)
- 3) A Bubble closure or a partial/full school closure (Phase 3 support)

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**Table 1** (below) outlines how support will be provided for children to minimize any disruption to their learning. It is intended as much as possible that all activities will be relevant to the planned learning that would have been taking place if the children were in school. It is important that any work set is completed and the children will receive Home Learning Books in order to ensure that their learning can be monitored.

**Table 2** (below) outlines the frequency of educational, welfare and safeguarding contact that the school will expect to maintain throughout the duration of their absence. This is vitally important and will provide parents with the opportunity to request support with learning or raise any wellbeing concerns they may have.

All of the information below is provided to ensure you understand our commitment to supporting our children’s learning and wellbeing even though they may not be in school. An important part of this will be a daily email from school which will provide parents or children with the opportunity to seek specific support with any aspect of the learning provided. We will also be maintaining our Free School Meal provision for children that are absent from school for a COVID-19 related reason. The full version of our Remote Learning Policy can be found on our website under the Home Learning tab.

**Table 1**

Phase	Remote Learning Expectations
1	<p style="text-align: center;"><b>Individual children awaiting a test or a test result – not self-isolating.</b></p> <ul style="list-style-type: none"> <li>• Provision of home learning pack – issued immediately on notification of absence.</li> <li>• Bespoke provision for SEND pupils based on need.</li> <li>• Expectations that a minimum of 4 hours work per day should be provided.</li> <li>• Expectations that work should be clearly structured via a daily timetable.</li> <li>• Educational &amp; welfare contact made in line with protocol (see table below).</li> <li>• Move to Phase 2 provision in the event of positive test or need for self-isolation.</li> </ul>
2	<p style="text-align: center;"><b>Individual or small groups of children self-isolating or having tested positive for COVID 19.</b></p> <ul style="list-style-type: none"> <li>• Work pack provided by class teacher, specifically linked to learning that peers are undertaking in class.</li> <li>• Bespoke provision for SEND pupils based on need.</li> <li>• Expectations that a minimum of 4 hours work per day should be provided.</li> <li>• Expectations that work should be clearly structured via a daily timetable.</li> <li>• Free school meals provided.</li> <li>• Educational &amp; welfare contact made in line with protocol (see table below).</li> </ul>



**Classes or bubbles self-isolating/partial or full school closure.**

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- Website newsletter provides a range of learning for children as well as signposting them to...
  - Relevant learning activities identified via Oak National Academy with appropriate links provided in line with the curriculum expectations for the year group.
  - Relevant learning activities identified via BBC bitesize (via website & television red button) in line with the curriculum expectations for the year group.
  - Relevant learning activities identified via Mathletics, Grammarsaurus or Spelladrome in line with the curriculum expectations for the year group
  - Purple Mash or Education City learning activities in line with the curriculum expectations for the year group.
  - Links to relevant online content in line with the curriculum expectations for the year group.
  - At all times work should be meaningful and relevant to the curriculum offer the children would be entitled to in school and does not need to include all the above.

**OR**

- Work pack provided by class teacher, relevant to the curriculum offer the children would be entitled to in school with accompanying book so a record of individual pupil's work can be kept as part of their on-going teacher assessment information (if there is limited access to technology at home)
- Bespoke provision for SEND pupils based on need.
- Expectations that a minimum of 4 hours work per day should be provided.
- Expectations that work should be clearly structured via a daily timetable.
- Free school meals provided.
- Educational & welfare contact made in line with protocol (see table below).



**Table 2**

Educational, Welfare & Safeguarding CONTACT PROTOCOL		
Category	Level of Need	Frequency & Type of Communication
<b>RED</b>	<p>Most risk of harm or neglect and fewest protective factors. This would include those on a Child Protection Plan.</p> <p><b>DSL = Designated Safeguarding Lead</b></p>	<ul style="list-style-type: none"> <li>• Contact should be made by a <b>DSL daily</b>. Additional contact may also be made by other professionals e.g. social workers. All information must be on CPOMS.</li> <li>• Additional <b>weekly</b> contact made by teachers/support staff to provide <b>educational support</b>.</li> <li>• Daily email communication offering access to support and guidance from educational staff if required.</li> </ul>
<b>AMBER</b>	<p>Moderate risk of harm but with some protective factors. This would include those identified as a Child in Need and with an allocated social worker.</p> <p><b>DSL = Designated Safeguarding Lead</b></p>	<ul style="list-style-type: none"> <li>• Contact should be made by a <b>DSL x 2 per week</b> via telephone. All information must be on CPOMS.</li> <li>• Additional <b>weekly</b> contact made by teachers/support staff to provide <b>educational support</b>.</li> <li>• Daily email communication offering access to support and guidance from educational staff if required.</li> </ul>
<b>GREEN</b>	<p>Some concerns escalating or unmet needs.</p> <p><b>DSL = Designated Safeguarding Lead</b></p>	<ul style="list-style-type: none"> <li>• Contact by DSL/Wellbeing Team <b>weekly</b>. Children on CIN plans for disability contact to be made by Unit staff weekly or mainstream SENDCO. All information must be on CPOMS.</li> <li>• Additional <b>weekly</b> contact made by teachers/support staff to provide <b>educational support</b>.</li> <li>• Daily email communication offering access to support and guidance from educational staff if required.</li> </ul>
<b>BLUE</b>	<p>No risk identified.</p>	<ul style="list-style-type: none"> <li>• Calls made <b>weekly</b> by teaching staff. All information must be on CPOMS <b>This contact should provide educational support and an opportunity for a welfare discussion</b>.</li> <li>• Daily email communication offering access to support and guidance from educational staff if required</li> </ul>

I will write to you again as and when there are changes. Thank you for your patience and understanding as we try to navigate our way through this extremely challenging situation for our school and the community we serve.

Kind Regards

Emma Goodwin

Principal

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