

Monday 1st March 2021

Dear Parents/ Carers

Information for parents on the reopening of Oakley Vale on Monday 8th March 2021

I am writing to you to clarify details of our full reopening on Monday 8th March. We have reviewed our current Health and Safety risk assessment in light of the most recent guidance provided by the DFE and we are going to have our full complement of staff in school.

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**, unless you are medically exempt, 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 at all times while on the school site, particularly if you have any contact with school staff.
- Only **one adult**, 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.
- Children should wear their PE kit to school on days when they have PE.
- By **ordering your child's lunch by Thursday 4th March** ready to start the following week.
- 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 and **book an online test**.
- If you are happy for your child to come into school independently by you dropping them off at the entrance gate that is acceptable. Someone will always be available to greet the children at the gate to the playground.
- Please see attached the map of the school to remind you of drop off points and the school one-way system.
- Children should wear full school uniform, unless it is their PE day.

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)



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 contact from school in the event of a class or bubble self-isolating or partial/full school closure.

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;">Individual children awaiting a test or a test result – not self-isolating.</p> <ul style="list-style-type: none"> • Provision of home learning pack – issued immediately on notification of absence. • 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. • Educational & welfare contact made in line with protocol (see table below). • Move to Phase 2 provision in the event of positive test or need for self-isolation.
2	<p style="text-align: center;">Individual or small groups of children self-isolating or having tested positive for COVID 19.</p> <ul style="list-style-type: none"> • Work pack provided by class teacher, specifically linked to learning that peers are undertaking in class. • 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).
3	<p style="text-align: center;">Classes or bubbles self-isolating/partial or full school closure.</p> <ul style="list-style-type: none"> • Website newsletter provides a range of learning for children as well as signposting them to... <ul style="list-style-type: none"> • Relevant learning activities identified via Oak National Academy with appropriate links provided in line with the curriculum expectations for the year group.



<ul style="list-style-type: none"> • 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. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • 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
RED	Most risk of harm or neglect and fewest protective factors. This would include those on a Child Protection Plan. DSL = Designated Safeguarding Lead	<ul style="list-style-type: none"> • Contact should be made by a DSL daily. Additional contact may also be made by other professionals e.g. social workers. All information must be on CPOMS. • Additional weekly contact made by teachers/support staff to provide educational support. • Daily email or Class Dojo communication offering access to support and guidance from educational staff if required.
AMBER	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. DSL = Designated Safeguarding Lead	<ul style="list-style-type: none"> • Contact should be made by a DSL x 2 per week via telephone. All information must be on CPOMS. • Additional weekly contact made by teachers/support staff to provide educational support. • Daily email or Class Dojo communication offering access to support and guidance from educational staff if required.



GREEN	Some concerns escalating or unmet needs. DSL = Designated Safeguarding Lead	<ul style="list-style-type: none"> • Contact by DSL/Wellbeing Team weekly. Children on CIN plans for disability contact to be made by Unit staff weekly or mainstream SENDCO. All information must be on CPOMS. • Additional weekly contact made by teachers/support staff to provide educational support. • Daily email or Class Dojo communication offering access to support and guidance from educational staff if required.
BLUE	No risk identified.	<ul style="list-style-type: none"> • Calls made weekly by teaching staff. All information must be on CPOMS This contact should provide educational support and an opportunity for a welfare discussion. • Daily email or Class Dojo communication offering access to support and guidance from educational staff if required

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.

We would like to reassure you that the safety and wellbeing of children, their families and staff remain our priority and if you have any questions or need any support please contact the school on admin@oakleyvaleprimary.org

Kind Regards



Emma Goodwin

Principal

