

## **COVID Response at New Delaval Primary School and subsequent learning and priorities 07/09/20**

### **Rationale**

New Delaval Primary School closed to most pupils from March 20<sup>th</sup> 2020 until 2<sup>nd</sup> September 2020 due to the COVID 19 pandemic. The purpose of this document is to share with stakeholders the broad context and resulting impact of the pandemic on the school.

### **January 2020**

- Hand sanitisers installed across school after an initial order placed late in the autumn term.
- Staff training around Purple Mash online learning system.

### **The week of lockdown:**

In line with the rest of the UK, the instruction to close came quickly during March. Resulting actions in preparation for this included:

- Work Packs compiled for each child and distributed along with log on details for accessing remote learning sites.
- Communication with parents took place via letter, email and text.
- Parent email details confirmed. – Email/Text would be school-preferred method of communication.
- Potentially vulnerable staff identified and advised to work from home. (Nine members of staff fell into this category including the Head, Caretaker and office admin). HT discussed this with HR and this was the agreed action.
- Staff briefings held daily on the situation.
- Key Worker and Vulnerable children identified based on best guess ahead of the official list issued on Thursday 19<sup>th</sup> March.
- Staffing allocated to a rota system to support Key Worker families and vulnerable children based on published criteria.

### **During Lockdown – (March – July 2020)**

- School remained open to all vulnerable and key worker children for the first 3 months.
- From June 1<sup>st</sup> onwards other year groups began to attend school. There was a staggered approach to this building up to R, N, Y1 and Y6 by the end of the

summer term. Y5 also came back during the last two weeks of the term in preparation for September.

- HT met remotely with DH and senior leaders daily to start with and then with the DH daily.
- Food - a packed lunch system was in place for all FSM pupils and hand delivered by DH and school staff initially. Once vouchers were in place then these were organised by office admin and distributed electronically.
- After reviewing online access and accessibility, HT sourced and order structured workbooks for English, Maths and Science lessons.
- Children had access to a variety of online learning platforms. Take up was generally low.
- EYFS staff used Tapestry to set work and communicate with families.
- Staggered break and staggered lunch times also in place.

The protective measures school has put in place, including the arrangements for having visitors on site.

- Visitor numbers to site are heavily restricted. Maintenance work is restricted to after school.
- Meetings held remotely. IT equipment is in place for this to happen and all staff now have access to necessary virtual meeting platforms.
- RA carried out and shared with staff, LA and Unions. Reviewed as necessary and updated in line with LA requirements.
- Additional cleaning hours.
- Access to hand sanitising chemicals.
- Staggered start and end times to support the bubble approach.
- One-way systems around school in place.
- Work with LA to have additional entrance to school installed.

• The barriers that the school has faced, and may still be facing, in managing the return to full education for all pupils

- Restricted access on pavements around school.
- Currently only one entrance to the school.
- Poor levels of engagement from a significant number of families in respect of online learning. A variety of reasons for this situation. The key reasons being: lack of technology within home, confidence of parents and lack of motivation to engage.

- How have leaders ensured that pupils resume learning, the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding?

- Remote learning package in place and expanding.
- Information shared with parents in respect of log on details etc.
- Staff training on 360 and Purple Mash.
- Focus on emotional wellbeing early September. Full curriculum in place.
- Any identified gaps addressed as and when they are visible.
- Key gaps noticed to date e.g.: Reception – heavy focus on S/L, fine motor skills and nursery rhymes.
- Staff are reporting that concerns are beginning to emerge.

Comment [DW1]:

Comment [DW2]:

Comment [DW3]:

- How pupils are settling back into expected routines and behaviour, including regular attendance?

- Overall pupils settling very well.
- Good attendance.
- Routines have embedded very quickly.
- Various teething glitches addressed as and when they appear for instance in respect of timetabling and entry and exit to site.

- How any identified and specific issues related to special educational needs, disabilities, health, care, well-being issues for particular groups of pupils are being addressed?

- Marie Archer Counselling services are now on site 3 days per week to support identified children and families. There is an increase of 1 day to address needs.
- There is also a facility in place for staff counselling via a self-referral process in addition to the usual route.
- Additional wellbeing services of Thriving Minds organised for whole class support in autumn term.
- Individual needs of pupils considered in respect of re-opening in September. All children back.
- One child with needs had a slower re-integration (1 day) to allow for familiarisation and support needs.
- Work with outside agencies has continued throughout the lockdown and remains in place now school is fully open.
- During lockdown, extensive records kept around each family who caused a concern e.g. vulnerable and in need families.

- Regular discussions with professionals involved in care and support and email chain of regular communication in place. HT coordinated this remotely and shared outcomes with relevant and appropriate staff as necessary.
- Weekly reports from MA counselling around support for families.
- Regular telephone calls to be in contact with vulnerable and at risk groups.
- Families sign posted to various agencies and charities enlisted to support where wellbeing and food were proving challenging for some people.
- DH delivered food parcels and liaised in this initiative coordinating ground response.
- Thriving Minds provided online activities for school community around wellbeing and health - Accessed via website.
- SENDCO involved in liaising with external agencies in respect of reports and meetings.
- System in place to deal with queries via email, phone call ensured quick response by school to issues.
- The school's safeguarding arrangements (focusing on arrangements at the time of the visit but potentially also looking at what was in place at the start of the COVID-19 response)
  - Robust system of communication set up between agencies.
  - HT in discussion via phone or email as necessary.
  - Vulnerable pupils attending school throughout the lockdown.
  - Close liaison between agencies meant school opened up to other at risk pupils and responded swiftly to offer placements as needed.
  - Several case studies reflect above.
  - Referrals made in usual way.
  - Parents aware of procedures for reporting concerns via website.
  - Deputy DSL on site full time.
  - DSL available FT off site.
  - Good lines of communication in place between key staff to ensure nothing missed.
  - In house counsellor working with at risk families on remote basis.
  - Children's Services praised the system.
  - New CP policy in place.
  - All staff appropriately trained.

## Comments

Parent:

Thank you for all you have done for our children during this uncertain and difficult time. Cannot thank you enough. You will never know the extent of our gratitude....

Parent:

Thanks to the “lockdown gang”

Parent:

I can’t thank you enough for how your school has supported us during this time. Thank you.

The teachers have done a smashing job. The school helped keep a sense of normality for the children. The food parcels were great. My children grew in confidence during lockdown as they got to know the teachers well. They would look forward to coming. Having the children in school and the contact with school helped with my mental health. I take my hat off to the teachers.