



Windermere Primary School Covid-19 Response

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Coronavirus Report to Governors

Background

On Wednesday 18th March 2020, it was announced that schools would be closing to most pupils at the end of the school day on Friday 20th March in order to reduce the transmission of COVID-19/Coronavirus. On Sunday 10th May, it was announced that primary schools would be asked to reopen to some pupils from 1st June. On Tuesday 9th June, schools were advised that plans for schools to reopen to other year groups before the end of term, had been revised.

Our Educational Offer

Initial Provision

Following the announcement on 18th March that schools would be closed from Friday 20th March to all but keyworker and vulnerable pupils, staff quickly assembled learning packs containing basic stationery items (pencil, pen, rubber, colouring pencils) and workbooks (CGP phonics and maths appendix I). The KS1 and EYFS packs also included a pot, some soil and a 'magic' bean. The school already used Google Classroom in some classes and all children in Years 2-6 had Google email accounts on the school's closed domain. Google email accounts were quickly set up for Reception and Year 1, so that they too would be able to access Google Classroom with parental help. Explanations of how to access the online learning platform, together with a list of other useful websites were drawn up and distributed to parents.

Learning in School

On-site learning was initially focused on creating a caring and supportive provision for those pupils on site. The children did a range of different subjects, but the challenge for the small number of teachers on site was to meet the needs of a group of pupils ranging from Reception to Year 6 with varying attendance depending on their parents' work commitments.

As the lockdown extended so the in-school provision has been linked more closely to the online learning completed by their classmates at home. This allows the children some continuity when they are not in school and also minimises teacher workload as teachers are not having to prepare two separate curricula. In addition, pupils in school have had music lessons and PE lessons every week from the peripatetic music teacher and the sports coach, who have both abided by the school's hygiene routines for reducing virus transmission i.e. washing, cleaning and reducing shared equipment.

When the school opened more widely to accept children in Reception, Year 1 and Year 6, part of the reason for choosing a part-time attendance model was to ensure that the school would be able to continue to support pupils who were unable to return to school, both in those priority year groups and in the other year groups. This model allows teachers time to prepare online lessons and feedback to children who are off-site as well as teaching in school. The curriculum in school matches the online curriculum closely, although obviously there are opportunities for interaction and extension tasks that might not be available at home.

Learning at Home: Online

It has been a challenge to achieve the right balance with the online learning. It was important to recognise that not every child would have parental support or access to the internet. During the first two weeks we established a routine which is fairly close to the school routine, utilising national offers such as Joe Wicks' workouts and online resources from Twinkl and Pearson. As lockdown progressed, teachers have also

been able to include BBC Bitesize lessons and work from The Oak Academy. However, we did not want children to be simply watching a screen all day, so many of the activities direct children to do other things away from their screens.

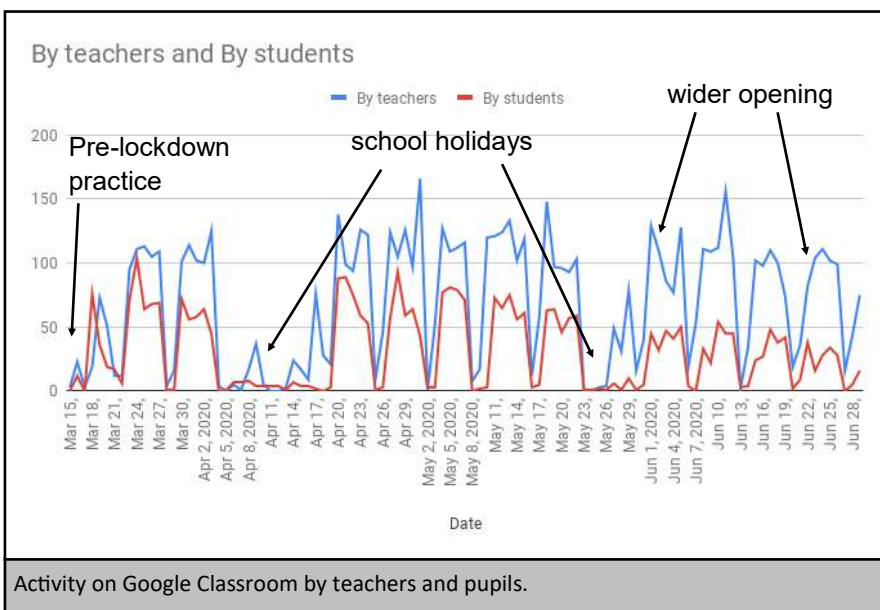
The amount of work offered by staff caused some anxiety with parents, so it was necessary to reassure them that they did not have to do all of the work set (Appendix II - letters to parents). Some parents with children who have additional learning needs have chosen to email the work to the class teacher directly rather than post it on the stream. Teacher feedback to pupils is frequent and positive.

Tasks and challenges are set by all members of the school community and sometimes beyond e.g. Dr Goodro, who is a university lecturer in Engineering and Technology at the University of Hertfordshire (as well as being Mrs Goodro's husband), has been setting science challenges and making videos for Year 3.

An example of a post by Dr Goodro for an experiment into surface tension.

New Learning

As we finished for the Easter holidays, we recognised that if lockdown was continuing we would need to provide 'new' learning and not just revisit old learning. So, after the Easter holidays teachers started to provide mini recorded lessons. These are screencasts rather than videos of the teachers themselves – although some have done this as well. Parents have reported that hearing the teacher's voice delivering the lesson has had a huge impact on the motivation of children to participate in the learning. In phonics the recorded lesson has been very important as the correct sound is made by the teacher, which is essential if the children are to blend accurately, but in all lessons the use of a video has given the children more independence in their learning, removing some of the pressure from parents. At this point it was also necessary to limit teachers' expectations of themselves in order that they could also maintain a work/life balance. They have been asked to provide no more than two videos/screencasts a day and to limit their 'marking' of work. They have been told that they can upload PowerPoints from providers where these are appropriate.



This graph shows the number of posts created by teachers and pupils. The holidays and weekends are evident. On the average working day teachers are posting 100+ times on the stream. This may be uploading new work, responding to a pupil query/comment or simply saying 'Good morning'. This has continued even though more children are in school, with teachers doing more face to face teaching. Pupils have also continued to post comments, asking questions and interacting with peers and teachers.

Understandably, pupil posts have reduced, since more children have been able to attend school.

Broad Curriculum

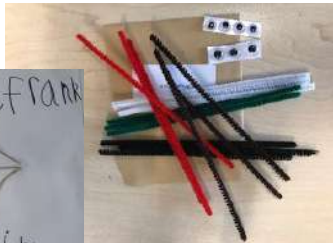
Our online learning offers a full curriculum including French, PSHE, P4C, RE, art and design, history, geography and music as well as core subjects such as science, maths, English and of course ICT. (See CPC Chair's report Appendix V)

Learning at Home: Project Packs

Some parents asked for additional resources as they had finished the first set of workbooks, so we purchased further workbooks and printed additional work for parents to use (Appendix I). To maintain children's interest and to reinvigorate the learning at home we also developed project packs. Each class had a different pack of materials, which included items that might not be readily available at home or difficult to buy with many shops closed, such as pipe cleaners and googly eyes. Children posted images of their creations on the classroom stream.

- Reception: minibeast kit
- Year 1: playground kit
- Year 2: sewing a purse
- Year 3: weaving
- Year 4: electricity investigation
- Year 5: oil pastels project
- Year 6:

Minibeast kit



Anderson shelter and evacuee kit



Weaving kit



Playground kit



Science investigation kit



Oil pastels art kit



WWII Anderson shelter and evacuee kit



Purse sewing kit



Examples of some of the home learning packs provided for each year group and images of work posted by pupils.

Pupil Engagement

Just as in class, some pupils engage fully with the online learning, others do not. Some pupils are online every day and complete all the tasks, whilst others join in the sociable parts of the classroom, but don't submit any work. Some pupils are not visible in the online classroom, but are doing the work in the books provided, others are probably doing very little at home. We cannot force parents or pupils to engage in the learning opportunities offered. Some parents lack time whilst balancing their own work commitments and the needs of other children, others lack the literacy skills, self-confidence, patience or the internet. Talking to parents it is clear that it has been difficult to maintain momentum over the 9 school weeks that the school has been closed to most pupils.

However, it is important that we have offered the opportunity and tried to support and engage parents in our learning offer.

Since more children have returned to school, although some children are clearly 'out of practice' with their reading, writing and calculation skills, some have shown considerable progress. Staff have commented on the improved handwriting of many children and how they have clearly benefited from the increased focus from their parents during lockdown.



Google Classroom data indicates that since 20th March, 93% of the pupils have accessed the online classroom at some point, although this may have been a quick look and never again! An impressive 86% (183 pupils) have posted on the stream during lockdown. Analysis of the available data shows that 72% (144 pupils) have accessed Google Classroom since 1st June, so it remains popular even though children are returning to school.

Records of pupil engagement will help teachers to determine who needs additional support or intervention in the next academic year.

We know that some families have found it harder to access the online learning than others. Where this is the case, we have offered additional printed resources, help logging on and even time in school.

The benefits of Google Classroom, in the way that we have used it, are clear and staff are now ready to respond very quickly if there should be any further lockdowns. Systems are in place and could very quickly be re-instated and refined.

Contact with pupils

For pupils using Google Classroom it has been relatively straightforward to stay in contact with their class teacher. During the second week of lockdown staff started to experiment with Google Meets, having individual or group chats with pupils. The system was gradually refined with pupils signing up for a video chat or asking for individual contact. The school outlined safeguarding rules for parents in response to questions raised by staff.

Although each class teacher runs their Meet slightly differently, they are well received by parents and pupils. Some children just like to chat with the teacher and their friends, other groups have played games, scavenger hunts and even an online escape room.

The Meets are secure as they are part of the closed Windermere domain and the administrator can see who has been meeting, when and for how long. For example, I was able to provide a social worker for one of our Looked After Children with details of when the child had been in contact with a professional (class teacher), even though she hadn't been attending school.

Contact such as telephone calls, emails and seeing children and their parents when they have come to pick up the project packs has been recorded on class sheets each week up until May half term. This is more difficult now with three year groups back on site. The SENCo, has contacted the parents of SEN pupils regularly, checking to see if they need additional support for their child.

Class teachers also record whether they have had contact with a child on Google Classroom each week.

Free School Meals

Schools have been asked to continue to provide meals to pupils who are eligible for means tested free school meals (not Universal Infant Free School Meals). During term time, packed lunches are made and put out for collection at lunchtime. In the school holidays, when the school kitchen has been closed, parents have been offered the option of supermarket vouchers instead. The system for ordering these has been overwhelmed and the process has been unnecessarily lengthy for schools and complex for parents. Initially vouchers were ordered so that parents could choose their own supermarket, but it has proved easier for the school to order the vouchers for a nominated supermarket on the parents' behalf. For one pupil, who is extremely vulnerable and shielding, we ordered the vouchers every week as they would not have been able to collect lunches from school.

All pupils attending school have had school lunches provided for free. This has not only reduced the introduction of bags and boxes from home, but with staff eating in the dining room with the children, it has also generated a friendly atmosphere.

Special Educational Needs

EHCP pupils: the SENCo had individual conversations with each parent to discuss the provision during lockdown for their child. Some parents felt that they did not wish to expose their child to potential infection. One parent felt that the altered environment and lack of known teaching staff would cause anxiety for her autistic child, who needed routine and consistency. This child returned to school full-time in June when familiar adults were available to meet his needs.

Even though they were not in school, additional learning resources were delivered to pupils, their parents received weekly telephone calls and help such as doorstep visits with tech support to help the children access the online learning. Some families also received additional support from the School Family Worker. Transition guidance was also provided for pupils moving onto special provision in September.

Other SEN pupils: the SENCo and SLT undertook weekly check-in calls. The SENCo liaised with class teachers to ensure that appropriate work was set on Google Classroom or provided in learning packs if this was more appropriate.

See also case studies (Appendix III) and Chair of CPC report (Appendix V)

School Attendance

Attendance during lockdown 23rd March to 22nd May

Initially, the government advice was for schools to be open for the children of keyworkers, children with EHCPs and children who had a social worker. By Tuesday 24th March this advice had been amended to advise that any child who could be cared for at home, should be.

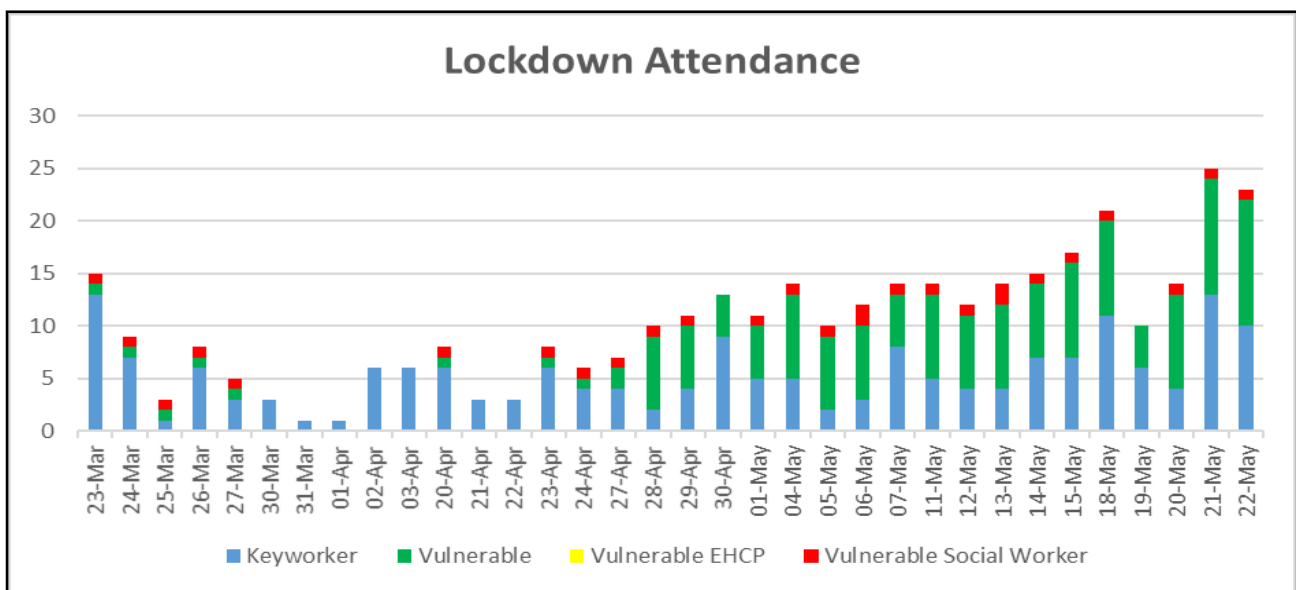
Nationally, it soon became clear that only a very small percentage of those vulnerable children eligible to attend school were doing so. After Easter the advice changed so that schools could offer provision to pupils that they, as professionals, considered vulnerable, even if they didn't have an EHCP or social worker. We immediately contacted families that we considered vulnerable due to historic Children's Services involvement or SEN needs. However, we had to be mindful that we could not invite too many children in as this could potentially put the other children and staff at increased risk of exposure to the virus.

These children benefitted not only by receiving educational input, but they also received a hot meal each day and their safety was more assured by being seen by professionals regularly.

As lockdown continued, the government amended the advice regarding keyworkers' children, so that they were encouraged to attend school rather than being there only if there was no alternative.

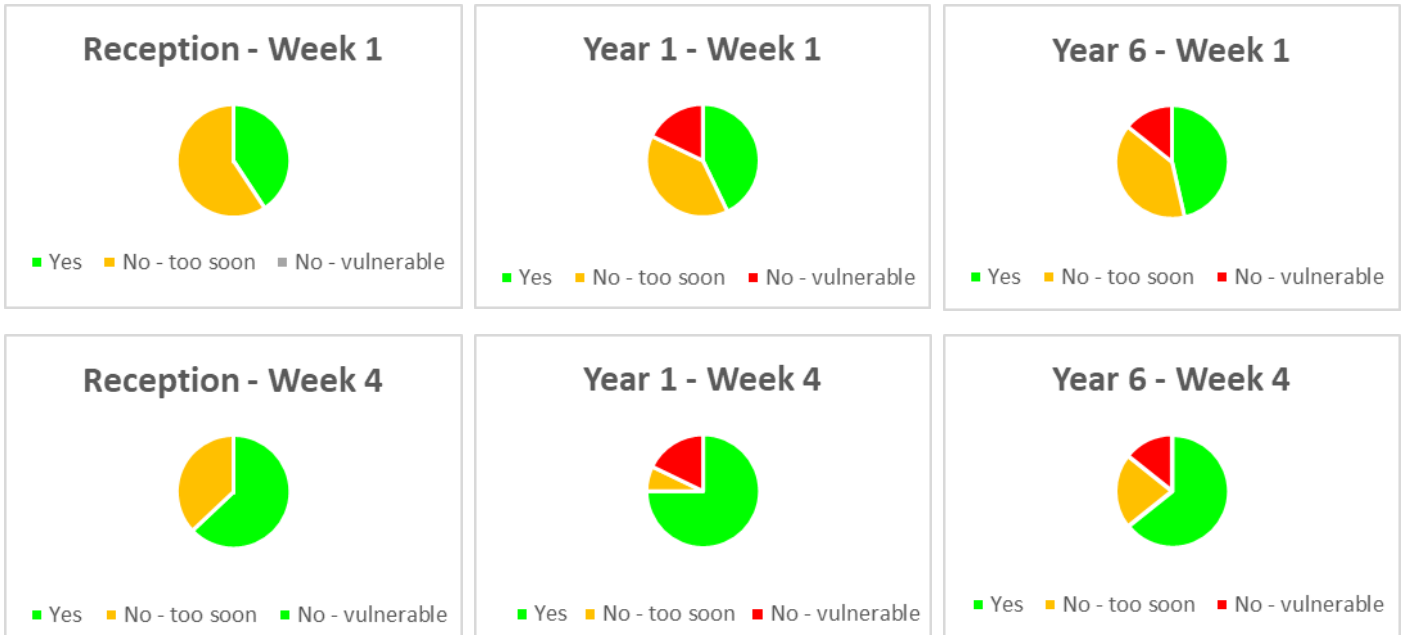
As we approached the summer half term holiday the number of pupils attending school gradually increased.

The school was not open during the Easter holidays (this was offered, but not required) or the May half term holiday.



Attendance since wider opening on 1st June

We carried out a survey (Appendix IV) prior to wider opening for Reception, Year 1 and Year 6, offering a return to school on a rota basis. Initial numbers were low, but since we re-opened to these year groups, confidence among parents increased by week 4 (week commencing 22nd June) and a good proportion of eligible pupils returned to school. Of the 46 pupils who did not return to school on 1st

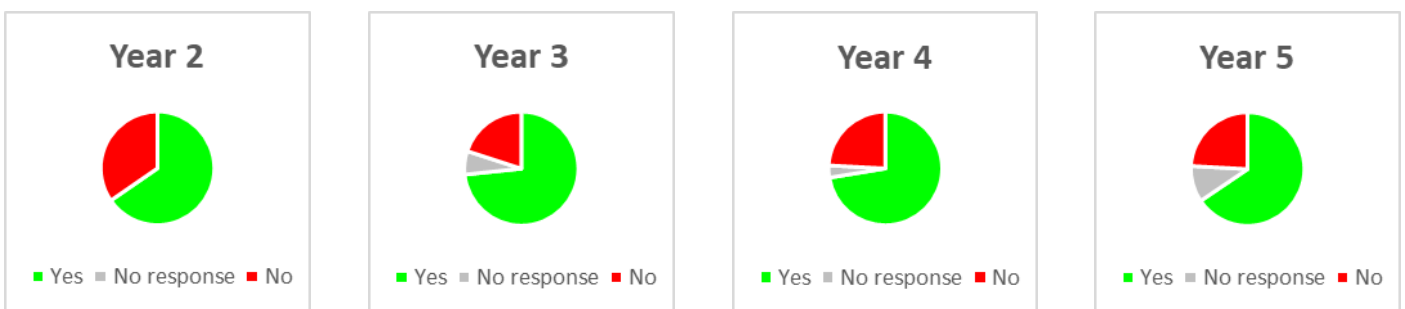


June, 24% have underlying health needs or live with a vulnerable family member. After three weeks, almost half (46%) asked to return.

Opening for Remaining Year Groups

Whilst we knew that not all pupils would be able to return to school this term, we felt that it would be easier to move forward in September if many of them have become accustomed to the new school routines, reconnected with their friends and had participated in transition activities before the summer holidays. We also recognised the importance that routine and mental stimulation plays in children’s mental health.

We surveyed parents in Years 2, 3, 4 and 5 to assess the interest in having these children return to school. By operating a system of part-time attendance and extending the systems already in place for Reception, Year 1 and Year 6, we were able to offer all pupils who expressed interest, a place at school. Some year groups have high proportions of keyworker and vulnerable pupils to accommodate, but the



benefit to these children is the chance to reconnect with their own year group again and to be taught by their own teacher in their own classroom again.

By the end of June, 70% of pupils were attending school for at least 2 days a week.

Keeping Pupils and Staff Safe

Prior to lockdown

In line with advice from Public Health England and HCC, prior to lockdown:

- pupils washed their hands on arrival at school and more frequently throughout the day;
- door handles wiped down more frequently;
- all visitors asked to sanitise their hands on entry to the school;
- increased signage around the school about handwashing;
- sanitiser was made available throughout the school;
- soft toys removed from classrooms (as these could not be easily washed);
- pupils and staff who showed any of the listed symptoms were sent home.

There were no *confirmed* cases of Coronavirus, although some did have symptoms inline with the symptoms of Coronavirus.

During lockdown

- every child attending school washed their hands on entry and exit to the building as well as throughout the day;
- every pupil had their own stationery pack;
- laptops or iPads cleaned between each child using them;
- visitors to the school were restricted, including the contract cleaners;
- doors were propped open throughout the school, so that handles did not need to be touched;
- staffing was minimised, with teachers and teaching assistants taking on the role of MSAs and cleaners;
- teachers and teaching assistants cleaned the tables during the day and chairs at the end of the day.

As pupil numbers increased and teaching staff came out of self-isolation, it was possible to share the teaching more widely.

There were no *confirmed* cases of Coronavirus among the staff or pupils attending school.



Since wider opening

Many of the recommended safety protocols had already been in place during lockdown. In addition further actions were taken:

- handwashing stations placed at the entrance to every classroom;
- additional sanitiser dispensers place in key locations - dining room, foyer, hall;
- one-way system to access classrooms;
- individual stationery packs;
- individual sanitisers for staff;
- additional signage about social distancing;
- purchase of PPE in case a pupil or member of staff is taken ill;
- the creation of 'bubbles' to restrict virus transmission;
- staggered arrival and departure times;
- staggered lunch and break times;
- return to school guidance for staff.



These measures were extended to enable more children to return to school. The school's building allows 'bubbles' to be created that don't need to share toilets or use shared corridors.

Next steps

The next steps are:

- returning all year groups to school
- returning all children to school full-time - subject to government guidance
- addressing gaps in children's education

Returning Other Year Groups to School

The main focus of returning other year groups to school at this point in the school year will be to help them readjust to school routines, adapt to increased hygiene requirements and prepare them for transition for September. If we are able to return children to school safely, this will benefit the children and the school enormously.

Many children may be anxious about returning to school, but we are working hard to ensure that school remains fundamentally the same as before. Our experience with Reception, Year 1 and Year 6 is that they have quickly adapted to new routines and enjoy their return to school.

We will continue to offer blended learning - online and onsite - until all pupils are able to return to school full-time, as this will enable us to offer some 'in-school' experience to the remaining year groups, whilst still fulfilling our obligations to pupils who may not be able to attend school.

Some year groups, especially those lower down the school, are continuing to develop ideas for further project packs. Year 1 has already produced a Punch and Judy puppet pack to fit with their seaside theme and Year 2 has produced a vegetable growing kit.

Addressing Gaps in Children's Education

There will be gaps in knowledge and skills for both individuals and cohorts. There is no intention to test pupils when they return to school, assessment will be done using the professional skills of teachers in questioning and adapting plans.

Cohort Gaps

Although we have offered a full curriculum, obviously it has not been quite the same as we would have delivered in school. Class teachers and subject leaders will need to review curriculum maps to identify gaps in learning and plan to fill these. This might be through cross-curricular approaches, which is already a feature of our planning, or through specific focussed days in the autumn term.

Addressing gaps in phonics, reading and maths will be crucial in ensuring children have the knowledge and skills to build upon. For example, Reception would generally be starting phase four phonics at this point in the year and moving onto phase five in the autumn of Year 1, but the Reception teacher has already assessed that the children who are returning to school will need to revisit phase three. So it is likely that the autumn term in Year 1 will require a significant focus on phase 4, moving swiftly on so that the expectations for the end of Year 1 can still be met for most pupils. It is likely to be a similar situation for pupils moving from Year 1 to Year 2. Luckily we have skilled practitioners in KS1 who will be able to work with pupils on their phonics and reading.

Cohort gaps in reading for the rest of the year groups are likely to be less significant as guided reading has continued to be a feature of Google Classroom. Most parents will have listened to their child read, even if they felt unable to do other activities with them. We have provided an array of levelled ebooks for parents to access for their children.

Individual Gaps

There will be considerable gaps for some individual pupils. Fortunately we have members of support staff, who are skilled at adapting interventions to meet the needs of individuals.

At this stage it is difficult to assess where the gaps in maths are likely to be. Certainly some pupils will have significant gaps and are unlikely to have done any maths during lockdown, but again we are fortunate to have teaching assistants throughout the school who will be able to support individuals and small groups.

Our qualified support and PPA teachers will be ideally placed to support children and groups across the school in all subjects, both in person and potentially in the virtual world, if this becomes necessary.

Transition and New Admissions

Our transition practice has always been a huge strength of the school. Children join the school feeling eager to come along, they know the staff and the classroom, so they feel confident about those first days in school. With the current arrangements we have not been able to achieve this. Whilst the Reception teacher has been contacting nurseries and playgroups to get information on new pupils and the nurseries have been completing the new Early Years Transition Toolkit, so that we have useful, good quality information on our newest pupils, the children themselves have not yet been able to come in as a group. We have arranged some one to one transition sessions, which have given the children an opportunity to meet staff and visit the classroom environment. Parents have been able to share information about their children and ask questions about the routine in September. The success of this arrangement has encouraged us to develop a similar practice for next summer, as there were many benefits for pupils and the school. During the summer holidays, we will send every child a copy of our Welcome book.

For the children already at school, we will continue our transition arrangements from previous years with each child being given a handbook of staff and routines, and also an opportunity to visit the classroom on the first day of the autumn term (Inset).

This is also an important time for our Year 6 pupils, who are moving onto secondary school. Ordinarily they would have been performing a play for the parents and school, followed by a leavers' assembly and a staff v Year 6 rounders and pizza evening. Whilst these are not possible, the children are making a leavers' video, which will include clips from pupils not attending school. They have been given an autograph book to collect their friends' signatures and they are creating ceramic tiles, which when fired will be used to create a lasting display in the school's corridor.

Summary

I believe that our staff have risen magnificently to the challenges presented by lockdown and the partial closure of school. They have remained a cohesive and highly supportive team, working hard to ensure our pupils get the best educational offer possible.

We have been fortunate in that we already had well-established online learning resources and staff who are willing to learn and develop. We have adapted our teaching and our provision to meet the needs of a very varied school demographic.

Feedback from parents has been overwhelmingly positive (appendix VII).

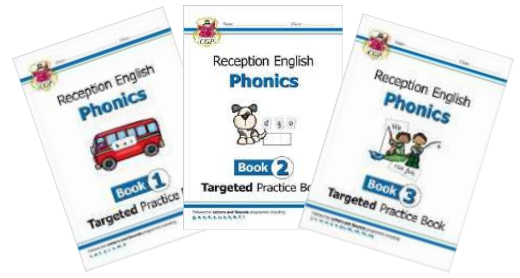
With the positive attitude of staff, well-resourced classes and efficient systems in place I believe that we are well-placed to support pupils over the coming months.

Appendix I - Learning Packs

Home Learning Packs 1:

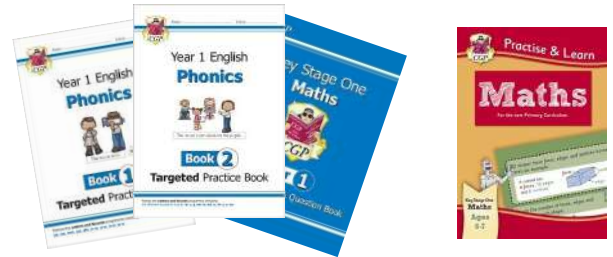
Reception

Differentiated phonics books
Red book for work
Stationery pack
Magic bean, pot and soil pack



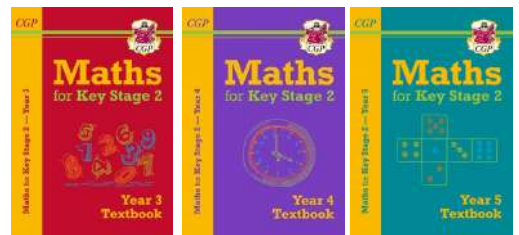
Year 1

Differentiated phonics books
maths book
Red book for work,
Stationery pack
Magic bean, pot and soil



Year 2

Maths book
Red book for work
Stationery pack
Magic bean, pot and soil



KS2

Maths textbook (Year 6 was already in use)
Red book for work
Stationery pack
Some pupils had individualised , differentiated packs

Home Learning Packs 2:

Reception: minibeast kit
Phonics workbook (differentiated)
Maths workbook
Handwriting practice book

Year 1: playground project kit

Phonics workbook
Maths workbook
Grammar workbook
Handwriting workbook

Year 2: sewing kit

Maths workbook
Grammar workbook
Handwriting workbook

Year 3: weaving kit

Year 4: science investigation kit

Year 5: oil pastels art kit

Year 6: WWII Anderson shelter and evacuee kit

Home Learning Packs 3:

Reception: Under the Sea kit

Year 1: Punch and Judy puppet making kit

Year 2: Vegetable growing kit



Appendix II Letters to Parents

27th March 2020

Dear Parents and Carers,

We have finally reached the end of an interesting, varied and definitely challenging week. I am incredibly impressed by how well some of the children are engaging in their learning. I know that it is not easy to juggle your own working commitments, siblings squabbles, the internet/technology and suddenly becoming home learning teacher all at once. This is a stressful time for everyone.

I hope that you have found the home learning packs that were put together for every child useful. If you have not yet collected yours from the office, please do so next week. Each pack contains not only stationery material, but also work that your child can either do independently or with adult support. However, our virtual classroom –

Google Classroom – provides many more resources (most of which do not need to be printed off) as well as access to adult advice and feedback. The really important aspect of Google Classroom is that it allows every child and adult *to remain part of the school community*. At the current time, children are not allowed to meet up with their friends, but this allows them to stay in contact with other children in their class as well as the teachers. If you have not yet had a look, why not ‘drop in’ and take a look at your child’s online classroom.

There are some things to be aware of though:

The teacher may be teaching in the real world

Not all classrooms are the same – some classes will be streaming work and commenting throughout the day, whereas others will only upload resources at set points during the day, but feedback and comments may be done by other members of staff (such as me or Miss Scott) with marking being done after school. This is because some members of staff are unfortunately forced to self-isolate or social distance, whilst some teachers are undertaking the on-site teaching for the children of keyworkers and are not available for the virtual classroom. They are working on a rota, so this will vary from day to day.

Routine is good, but not compulsory

We know from working with children every day that they all struggle with changes to routine (and this is *most definitely* a change to routine!), so we are trying to keep to a routine which is similar to the school day, but you don’t have to. This may not be appropriate for your family if, for example, laptops/PCs/iPads are shared between family members.

Initial feedback has indicated that some parents trying to work from home have found this useful, but remember it will be difficult for your child to maintain their focus for longer than half an hour at a time. For a KS2 child you may find that half an hour of work interspersed with half an hour of play works better, for KS1 it will need to be a much shorter period of time. Keep up with the reading and take opportunities to share your own knowledge with your child – do some baking, gardening, painting etc.

Whatever timetable you set, I would strongly urge you to get your child up, dressed and breakfasted at their usual time, as keeping to this sort of routine is good for their general well-being.

We are encouraging the children to join in with a PE workout or dance session at least once a day. Most KS2 classes start the formal day with literacy followed by maths. KS1 and EYFS tend to start with phonics and then literacy and maths. The afternoons are more topic based, with French, art, history/geography etc. Your child can do the morning work in the afternoon if they wish, or do it a different day entirely.

It isn’t a race or a competition

Your child doesn’t have to complete *all* of the work set. Obviously we do want the children to have a go at most things, but we have tried to provide parents with ‘more’ rather than ‘not enough’. Sometimes we are providing additional work for variety and to engage the children further. My daily puzzles and challenges are usually completely unrelated to anything the teachers are doing, but are there to help the children interact. For us, like you, we are learning how to manage this effectively. Don’t worry if you don’t get it all done or if some children seem to be achieving vast amounts and your child doesn’t. Remember this happens in the classroom too, *the important thing is that your child is having a go*. There are lots of fun activities too and I have been reading a story each day to some of the classes.

Screentime can be good

Don’t feel guilty about allowing your child ‘screen time’. No, I don’t mean Fortnite and age inappropriate apps...there are lots of educational sites that are fun as well. Allowing your child to access these will give them a chance to learn and give you a well-deserved break.

We are learning too

On Monday we will be able to run a report on this week’s activity on Google Classroom. We may then telephone you to find out whether your child is unable (or unwilling) to access the virtual classroom and see if we can help you. We may be able to offer you additional offline resources. Meanwhile we are also learning – some teachers have been videoing lessons and we have tried an online ‘meet’ with some pupils, which might be a way of teaching small groups or individuals. Sadly, I think we will have the time and opportunity to develop these techniques further.

Eggstremely sorry

I couldn’t resist the opportunity to get at least one egg-related pun in. Unfortunately we won’t be running an Easter egg hunt this year. However, that doesn’t mean you can’t, and we would love to see photographs of egg hunts,

Easter bonnets and decorated eggs uploaded onto the classroom.

Easter Holiday Homework

You will be delighted to know that there won't be any. Just like the real classroom, the virtual classroom will not have staff in it over the holidays. However the children will still be able to 'talk' to each other in the classroom stream. They should remember though that we are able to see everything that they post, even if they subsequently delete it!

Finally...

Have some fun and glory in this opportunity to connect with your child. Don't forget to congratulate yourself with what you have achieved this week.

Stay safe and stay at home.

Yours sincerely,

Mrs D Raftery
Headteacher

19th April 2020

Dear Parents and Carers,

I hope you have been able to enjoy the recent good weather and are staying safe and well.

Whilst it was really disappointing to know that the lockdown would continue for at least another 3 weeks, sadly it wasn't unexpected, although hopefully the end is in sight.

Back to 'School'

I am sure many of you will be pleased to know that the **school routine can start again on Monday**. As before, we will be providing learning opportunities via our online classrooms on Google Classroom, but some staff will also be in school for the children of keyworkers and pupils as identified by the Department for Education. If you are finding it difficult to access the online learning or indeed if you have any concerns about your child that you would like to discuss with us, please give us a call at school. We are happy to explain fronted adverbials, subordinate clauses, partitioning, the cherry model, grid method, etc. etc., but also to listen to your worries or help you with advice where we can.

Keeping in Contact

We will also be in contact with you and your child – by telephone, email or video link. Many of the teachers have already set up video 'meets' via the Google Classroom and we will be extending this over the coming weeks. If your child is meeting with a teacher and some of their classmates, please try to ensure that siblings are kept entertained elsewhere if possible, but we are happy for an adult to remain in the room for safeguarding purposes. If for any reason you are not happy for your child to participate in video calls with the class teacher, please contact the school to let us know.

Resources

In addition to the resources that our teachers have been uploading onto the Google Classroom, there are any number of resources available to parents to help with home learning at the moment. In fact there are so many that it can seem rather daunting and certainly it is difficult to know which ones to choose, if any. To help you with this, our teachers will signpost you to resources that either the children are already used to or that fit in with the children's current stage of the curriculum.

This does not mean that you can't use alternatives that your children enjoy, if you feel that is more appropriate for you and your family. The Department for Education have also provided a list of resources (*see the link below or Google: DfE online education resources*) that they feel might be of interest to parents and from Monday the BBC will be providing lessons that can be viewed online or on television. Again, we will try to signpost parents to appropriate BBC lessons.

When we were thrown into the sudden turmoil of delivering home learning with limited notice, I was incredibly impressed by how well staff, parents and children responded. After the first two weeks of Google Classroom, we have learnt from each other and from the feedback we have received, so we are now developing this further. We are aiming to deliver a more consistent timetable across each key stage, with links to external resources available when appropriate. However, we also recognise that children do not respond in the same way to parents as they do their teachers (even if their parent is a teacher!) and we know that it is difficult to teach your child something that seems to have changed since you were a child! To help with this, in addition to the general online videos, our teachers have been recording their own mini lessons and video hints over the Easter break. We hope that as a result some pupils will be more engaged in their learning by hearing their own teacher's voice. However, this is new technology for us all and quite difficult when you are used to 'performing' in front of a live audience (class), so please be both sympathetic and appreciative.

I know that some parents are not using the online resources as their children find it easier to focus on printed materials or the booklets that were sent home just before the lockdown. If you would like more resources, please get in touch and we can order more CGP books or provide you with more print-outs or stationery.

Routine and Relaxation

Whilst I strongly advise that you return to getting your children up ready for learning each morning – this is acknowledged as being good for their mental health and means that when we return to school it won't be too big a shock – please remember that you do not have to provide them with a complete home education. Activities can be short and sweet, just long enough to keep your child engaged. You don't have to complete everything that is on offer to your child. I know some parents are worried that they don't have the skills or time to support their child in the way they would like to, but **if you are keeping your child safe, then that is the most important thing that you can do.** Every child in the country is experiencing this extraordinary gap in their education and when we all return to our usual educational routine, every teacher will be filling that gap. This is an opportunity to spend time with your child that you should not miss, before you know it they will be grown up and leaving home. Seize the chance now to play a game together, cuddle up with a book together, be silly together and have fun together.

Yours sincerely,
Mrs D Raftery
Headteacher

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education>

4th May 2020

Dear Parents and Carers,

I hope you are all keeping well. As we have now completed four weeks of school closure and six weeks of lockdown, I would like to say how impressed I am, not only by the work many of the children are doing, but also by the dedication and hard work of the staff, who are creating a wide variety of resources and learning opportunities for our pupils. I am very pleased to see that the videos that teachers are posting on Google Classroom are being well-received. If your child hasn't yet looked at them, please encourage them to do so - they are quite short and even if they don't then do the associated work, at least they will have heard the input.

Even in lockdown, we are keen to offer our pupils a curriculum beyond just English and maths. Although some classes have already been baking and creating, we are providing project packs for others. Most packs are now complete - so we will be texting classes to collect their packs over the next few days. If your child does not want to do the project now, then please keep the pack safe and return it to school when we re-open. Detailed instructions will be on Google Classroom, but if you are not accessing the online learning, then we will also include those in the pack. In addition there are some new books for offline learning in KS1 and Reception.

When coming to school to collect resources from the foyer, please be mindful of social distancing and if you are able to collect resource packs for others in the school, that would be really helpful. We hope you enjoy the activities.

Yours sincerely,

Mrs D Raftery
Headteacher

11th May 2020

Dear Parents and Carers,

As you will have heard on Sunday evening, the Prime Minister, Boris Johnson, said that in step two of the government's conditional plan to lift lockdown, he believes we may be in a position to begin to get primary pupils back into schools, in stages beginning with Reception, Year 1 and Year 6. He said that this would be 1st June at the earliest.

Firstly, I think we should be very clear that as a school we are not *closed*, but rather, in addition to the onsite provision for keyworkers' and vulnerable children, we have been continuing to teach online. Whilst not every family has engaged with the online learning, we have also provided other resources to support teaching at home. I have particularly enjoyed seeing some little faces over the past week when you have come to collect our project packs and when I've dropped into Google Meets with classes.

The more detailed document (attached) suggests that if the rate of transmission continues to fall, then Reception, Year 1 and Year 6 will return to school in **smaller groups** with all children hopefully back in school by mid-June. These plans will be under review, so these dates are not guaranteed.

Of paramount importance is keeping our children and staff safe, so we will await further guidance from the Department for Education and I will let you know of any new developments. In the meantime please stay safe and we look forward to seeing you in school again, as soon as it is safe to do so.

Yours sincerely,

Mrs D Raftery
Headteacher

11th May 2020

Dear Parents and Carers,

The Department for Education released further details of the plans for schools earlier this evening. There is a lot to consider, although much of it is already embedded in our school practice. However, over the next few days I will be meeting with staff and governors to agree how we can meet your child's educational needs whilst keeping children and staff safe. It is likely that children will be attending only two or three days out of five, unless you are a keyworker, and that the school day may be shorter with staggered start and finish times.

This may be of interest to you.

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>

However, I know some parents will be anxious about sending their child to school. This may be because the child has an underlying medical condition which increases their vulnerability or they may live with another member of the household (sibling, parent or grandparent) who is vulnerable. Whilst the government guidance indicates that only those considered 'extremely vulnerable' should stay at home, they have also said that there will be no penalties for non-attendance this term, so at the present time, if you do not feel comfortable about your child returning to school, then please do not let this be a cause of anxiety for you.

In due course I will be asking you to let me know if you do not intend your child returning to school yet, so that we can ensure there is sufficient support for you at home and our staff are appropriately deployed at school. This is an anxious and uncertain time for us all, but please be reassured that we will be working in your child's best interests.

Yours sincerely,
Mrs D Raftery
Headteacher

14th May 2020

Dear Parents and Carers,

Following the government's announcements earlier this week, we have been working to develop a plan for re-opening the school in line with the Department for Education's guidance. The government's intention, subject to scientific advice, is that this will begin from **1st June**.

Whilst I believe we have been offering a significant level of support for home learning, it is now our intention to invite groups of 15 pupils in each class in Reception, Year 1 and Year 6, to attend school for onsite learning for **two days a week**. This does not affect the current provision for the children of keyworkers or children identified as vulnerable by the Department for Education.

Curriculum

The curriculum provided will be in line with the online learning offered to the other 15 pupils and will be continued when they return to the online classroom on the remaining days of the week. However, I believe many children will find it easier to respond to the online lessons and tasks when they have had face to face teacher input and also know that they will be held to account the following week!

Usually at this time of year, Year 6 would be providing evidence of their ability to write at or above age related expectations, punctuated by visits to the local park, sporting activities and rehearsing for the school play and the leavers' assembly. Whilst we will still be looking to ensure that they move onto secondary school with the skills they need, obviously they will not be able to undertake off-site visits and it seems very unlikely that they will be able to rehearse as a group and perform a play to an audience.

Organisation

Our intention is to have one group from each year group (R, 1 and 6) attending on a Monday and Tuesday and the second group on a Thursday and Friday. On Wednesdays the school will remain open for keyworker and vulnerable children, but this will give us the opportunity to clean additional surfaces and equipment, as well as supporting online learning. We will also be shortening the school day slightly, by finishing at 2:30pm. The groupings we have chosen are based on the class teachers' knowledge of which children interact well and how their learning needs can best be met with reduced staffing. We cannot guarantee that they will be in a group with all of their friends.

Keeping Safe

To keep children and staff safe, we will be instigating a number of infection control procedures, such as hand-washing on entry and exit to school, frequent cleaning of surfaces (particularly tables and door handles), individual equipment packs and restricting movement and interaction around the school for both children and adults. Adults will not be wearing masks or face coverings whilst working with children and children will not be permitted to wear masks or face coverings in school. Only one adult per family will be allowed on site and there will be a one-way system in operation, with adults keeping to the field and playgrounds when delivering or collecting their children. Each group of children will be part of a mini-community with a limited number of adults interacting with them each day, although you should be aware that it may not be their own teacher and they may not be in their own classroom. Whilst we will do everything we can to ensure that the children have the consistency of routine and a location they know, school will not have quite the same feel to it as it did at the beginning of the spring term. We will send out more specific guidance towards the end of next week.

Lunchtimes

It may not be possible to provide children with a hot meal each day as this would require them leaving their 'community base' to go to the dining room. The catering company can offer healthy packed lunches or you may choose to provide your own instead.

To reduce interactions at lunchtime we will be shortening the lunchtime to 30 minutes and to allow sufficient time for additional cleaning to take place at the end of the day, the school day will finish at 2:30pm.

We would like the provision to meet the needs of working parents as much as possible, so please let us know if you *need* childcare on Monday/Tuesday or Thursday/Friday and we will do our best to accommodate you, although we cannot guarantee this.

Your Choice

Ultimately, this term it will be **your choice** whether to send your child to school or not. Some of you will be eager to have your child return to school, some of you will be settled into a comfortable routine using the online learning resources and some of you will not feel ready for your child to return to school, mixing with other people. The Department for Education have stated that there will be no penalties for non-attendance this term.

So, whilst we are keen to have the children to return to school as soon as possible, **you should be aware that no matter how hard we try, we will not be able to effectively enforce social distancing within the classroom or on the playground**, particularly for the younger year groups. Learning is, by its very nature, interactive and an important part of being at school is meeting other children and developing social skills. The children will wander around and be close to one another as they learn and it would be very unpleasant for the children to be constantly told by every adult to sit down and stay away from others. That would certainly not be a climate I would like my child to be working in, so whilst we will be insisting upon handwashing and discouraging physical contact, we will not be unrealistic.

- Some children should not attend school because either they or a member of their household is 'extremely vulnerable'.
 - You may prefer not to send your child to school if they are 'clinically vulnerable' i.e. they suffer from asthma etc.
 - You may prefer not to send your child to school if another member of the household is 'clinically vulnerable' and you would not feel comfortable doing so.
- You may prefer to wait until later in the term (when we will have a clearer idea of the rate of infection following the easing of lockdown) particularly if you have other children who are not in the priority year groups.

We will respect your decision in this matter, but if your child is in Reception, Year 1 or Year 6, please complete our survey:

<https://www.surveymonkey.co.uk/r/N6PHXKZ>

by Sunday 17th May 2020, or complete the attached survey and email it back to school via the booking@windermere.herts.sch.uk email account.

I look forward to hearing from you and hopefully seeing many of you soon.

Yours sincerely,

Mrs D Raftery
Headteacher

21/5/2020

Dear Parents and Carers,

Thank you for advising us that your child will not be returning to school after half term. I recognise that as the situation develops you may wish to reconsider your decision. If this is the case, please contact us (01727 851176) and let us know that you would now like your child to attend.

We will be continuing to support our pupils with online learning, although you may find that with all teachers now teaching full-time at school, marking may be more limited with responses to questions and feedback delayed. The children in school will be participating in the same online learning and we will still be offering opportunities for online meetings between class members.

Yours sincerely,

Mrs D Raftery
Headteacher

21/5/2020

Dear Parents and Carers,

Thank you for responding to our survey and indicating that you would like your child to return to school after half term. Obviously we await confirmation of this from the government on 28th May, but I can assure you that we are ready and very excited to have some more of our children back in school. These children will be attending school on a rota basis.

Class Organisation

We have considered carefully the options available to us, bearing in mind the availability of classrooms, staff and toilets. The Department for Education has made it clear that they do not favour a rota approach with part-time attendance. However, if we were to invite our priority year groups into school full-time and still maintain groups of no more than 15 pupils, some children would not be in their usual classroom or with their usual teacher. Furthermore, it would not be possible for us to continue the online learning on Google Classroom, so those pupils in Years 2, 3, 4 and 5, as well as pupils who are not able to attend school due to health concerns, would be left unsupported by us, which the governors and I feel is not acceptable.

Consequently, we have set up small classes, who will attend either Monday and Tuesday or Thursday and Friday. On Wednesdays a thorough cleaning of equipment and rooms will be carried out, so the school will only be open to those pupils who are currently attending school in accordance with DfE guidance.

It is our intention to keep school as close to normal as possible, whilst maintaining as much social distancing as could reasonably be expected of primary age children (not very much, if we are honest!) and significantly increased

hygiene: hand-washing and surface cleaning.

The children will be in groups of no more than 15 pupils (currently anticipated to be 8-10 pupils per class). These are described as 'bubbles'. Each bubble will learn, play and eat together. In order to reduce the risk of infection spreading across the school, they won't be interacting with other bubbles. There will be an allocated team of staff for each bubble and whilst this might change from day to day, it will not change during the course of the day and adults will not enter a different class bubble, except in an emergency.

We need your help to keep our staff and children safe as we begin to return to a more normal routine. Please comply with our requests for social distancing and increased hygiene, but also remember that we are trying to establish systems and practices in a new and unusual situation, so please be patient with us.

Accessing School

In order to maintain social distancing among parents we are organising a one-way system around the outside of the school buildings (see attached image). All parents should access the school site through the field gate on Windermere Avenue and continue round the school and out of the KS2 gate. I appreciate that this means that parents dropping off for Year 1 will then be obliged to walk a much greater distance to leave the school site, but we are trying to minimise face to face encounters by having everyone walk in the same direction.

Whilst the weather is good, adults should avoid using the footpath, where they will come into closer contact with children, staff and other adults.

There will be **staggered admission** to the Year 1, Reception and Year 6 classrooms so that we don't have all of a bubble trying to wash their hands at the same time. We will allocate your child/children a time slot, please try to keep to it as much as possible.

Children in other year groups currently attending school, should continue to enter via the main office between 8:30am and 8:45am.

For some children this will be their first time back in school and they may be anxious about returning. We will obviously do everything we can to support them in returning to school, but staff will try to avoid close contact with parents and carers, so if your child is unwilling to leave you, you may prefer to return later when it is quieter and come in via the front office.

To minimise the number of people on site, there should be **only one adult per family** doing the drop off or collection. If possible, try to avoid bringing other children onto site. Year 6, who will soon be moving onto secondary school, are strongly encouraged to come into school on their own. Don't forget dogs are not permitted on site anyway.

The same system will be in place at the end of the day, please wait for your child on the KS1 playground (Year 1), the field (Reception) or the KS2 playground (Year 6), spacing yourselves out appropriately. If you need to contact the office for any reason, please telephone (01727 851176) or email (admin@windermere.herts.sch.uk) rather than visiting in person.

Infection Control

To reduce the spread of infection please note:

- Children will be expected to wash their hands on entry to the school. We are also providing hand cream to prevent skin becoming dry or chapped.
- They should attend school wearing a *clean* uniform each day.
- **PE kits** should be brought into school on the first day and left at school.
- Children should bring a **water bottle** to school and leave it here – it will be washed and refilled.
- Please do not return reading books or home learning resources from home at the moment.
- Children should not bring book bags or other possessions, such as toys, from home.
- All children will be provided with an individual stationery pack for their sole use in school.
- We are hoping for good weather, so please provide a small named bottle of **suntan lotion** that can be left in school.
- 'Bubbles' will be outside as much as possible, so a sunhat is essential.
- Unfortunately, the children in Reception, Year 1 and Year 6 will not be able to access the dining room, so they will need to choose a **packed lunch option** from the kitchen, or bring their own packed lunch into school. This will be eaten in their classroom or as a picnic outside. Children from other year groups who are currently attending school may choose a school dinner as usual, although options may be more limited.
- To reduce interaction at lunchtime, children in Reception, Year 1 and Year 6 will have a 30 minute lunchtime and will finish the school day slightly earlier too. This will give staff time to undertake the additional cleaning required each day, such as wiping down laptops and iPads, chairs etc. Children in the other year groups will finish at 3:15pm as usual.

Staff will not be wearing masks unless they are dealing with a child who is unwell, and children are not permitted to wear masks at school.

For the safety and reassurance of all members of our school community, your child must adhere to these rules. If they are unable or unwilling to do so, then you may be asked to take them home.

Illness

- If your child is unwell, please do not send them to school.
 - If your child appears unwell during the day, we will contact you and ask you to collect them from school.
 - If your child shows any symptoms of Covid-19 (headache, cough, temperature or loss of smell/taste), they will be isolated away from their bubble and any other members of the school community. They will be cared for by a member of staff, who will wear personal protective equipment such as an apron and mask. You will be asked to collect them from school without delay and to arrange for them to be tested.
- If a child tests positive, all children and staff (but not their families, unless they also develop the illness) in that bubble must self-isolate for 14 days.

Please be aware that if staff numbers are insufficient for us to maintain our Reception, Year 1 and Year 6 bubbles, it may be necessary to close some of these bubbles, as the keyworker bubble of children must take priority.

We will be contacting you separately with details of your child's 'bubble' and their arrival and departure slot. I am sure some of you feel anxious about this next step, but you can rest assured that we will welcome your child back and will use our best endeavours to ensure that they are both safe and happy at school.

I look forward to seeing you again, very soon.
Yours sincerely,

Mrs D Raftery
Headteacher

31/5/2020

Dear Parents and Carers,

The staff and I are looking forward to welcoming some of our children back to school over the coming week. Timetables have been created, amended, rewritten and tweaked; resources are cleaned and ready, signs have been made, tables are labelled and lessons are planned!

If your child is returning to school this week, I am sure that you are both eager, but also a little anxious about this new change. I have created a narrated PowerPoint on Google Classroom for pupils in Reception, Year 1 and Year 6, which I hope will answer some of the children's questions. There is also a leaflet (kindly shared by another school) which is aimed at children in Reception and Year 1. I am attaching that to this email.

I realise that it is now two weeks since we asked you to let us know whether your child would be returning or not, so some parents may have reviewed their decision and now wish to wait a little longer before returning their child to school or may feel that they are indeed ready for their child to return to school. If either of these are the case, please contact us by email booking@windermere.herts.sch.uk or by telephone 01727 851176, so that we can make appropriate arrangements. Unfortunately as we are restricted as to the number of children in each group, we cannot simply 'add' more children without notice. However, if numbers drop significantly we may be able to offer additional time in school to some pupils in the priority groups, so it is useful to know if you will not be taking up the core offer. I know that this is not an easy decision to make and it is important to remember that every parent is trying to do the best for their child. Some parents may wish their child to return, but are not able to let them do so, some parents may prefer to keep their child at home, but other concerns may mean that this is not possible now. None of us are able to see into the future and everyone (school and parents) is simply doing their best, so please be assured that nobody is judging you whatever you decide.

I am looking forward to seeing some of you (from a distance) next week and everybody very soon.
Yours sincerely,

Mrs D Raftery
Headteacher

9/6/2020

Dear Parents and Carers,

I apologise for the lateness of this email, but I wanted to let you know our response to the updates on primary schools reopening.

I have no doubt that today's announcement that Years 2, 3, 4 and 5 would not be returning to school this term, will have caused dismay and concern to many of you, although some families (especially those with vulnerable family members) will also be relieved that they will not be expected to return their children to school this term.

Whilst we need to wait for confirmation of this from the Department for Education, it seems that if schools have capacity to do so, they will be able to make their own arrangements for more children to return to school. If children are able to do so, I believe many will benefit from the opportunity to spend a few days in school before the end of term. I am already in discussion with staff and some of the governing board to work out how we might achieve this. If we extend our opening further, it is likely to be on a rota system with part-time attendance for one or two days as well as continued online support. I will be contacting parents to complete a mini survey soon and will obviously communicate our decisions and plans as soon as possible. Attendance would be optional and there would be no penalties for parents who choose to keep their children at home for the remainder of the summer term.

Yours sincerely,

Mrs D Raftery
Headteacher

Appendix III - Case Studies

These case studies illustrate examples where staff have responded to the needs and interests of the children.

Case Study 1 - Reception

For Child A and Child B in my class, parents found it particularly challenging to motivate them to do work at home, therefore I set up Google Meets twice a week to complete a sticker chart where they shared pieces of work with me. For Child B I also sent home a specific pack of work based on her interest in unicorns and princesses in order to motivate her, whilst also sending home extra activities to keep her busy, so mum could balance time at home with work and the other children.

For Child C in my class I provided an individual pack of work to support his social skills and communication work as this is what he was struggling with in class and Google Classroom work didn't support his specific needs. This included various worksheets on developing speaking in full sentences, activities for communication development at home, work on feelings and emotions, sharing and talking when playing.

In order to tackle differentiated needs I have sent 4 or 5 children specific work to challenge them further or support them where the work on Google Classroom may have been too challenging. I have posted Phase 2, 3 and 4 work so that all children will be able to be challenged at the appropriate level and have printed packs for children who are still struggling with Phase 2 phonics.

Case Study 2 - KS1

At the beginning of lockdown, I telephoned the parents of children who I felt may need support to establish new learning routines at home and begin to set up access to our Google Classroom. One particular parent told me that his wife was abroad, so he was looking after his daughter on his own. I provided the GC log in details and explained how he could access this. I offered him the opportunity to come into school for support with this if he needed. After a week I could see on GC that this family had not logged into GC, so I rang to check that all was ok and talk through GC again. He said he would try again to log on.

After the Easter holidays this family had still not accessed GC. They were now the only family in my class not to do so. I contacted the family again by telephone to offer further support and this time provided printed materials as this family were not able to access the online learning.

During the first week of school closure, two separate parents contacted me to explain that their children were lacking motivation to learn at home and they were finding it difficult to establish a home learning routine. I emailed individual special interest materials as a personalised learning experience which was suited to these children's particular interests (space and dinosaurs). The parents feedback that they were able to successfully use these materials to re-motivate and focus their children's learning.

Case Study 3 - KS2 varying the learning

As we couldn't go on a school trip, we took part in a virtual tour of the British Museum. I knew that several of the class wouldn't have experienced a museum on this scale, so I let them explore it whilst planning a scavenger hunt.

To celebrate VE Day, I set a VE day cake bake, because I knew that several members of the class were celebrating VE day with their families; one in particular got very excited at the prospect.

Having spoken to lots of the children during Google Classroom Meets, we established that a lot of people have been growing flowers and vegetables from seed, so we turned it into a science experiment with the help of one of our regular volunteers.

In school we listened to the children's views of the activities - Joe Wicks was good to start with, but had got repetitive, from speaking to the children, especially the keyworkers' children, who were here regularly, we started up the Daily Mile again to great success.

Case Study 4 - KS2 - supporting vulnerable pupils

When Child E was struggling to rehearse his times tables, additional times table cards were created and sent home to him.

Case Study 5

I provided 1:1 catch up calls to a vulnerable pupil in my class, who had joined the school quite recently. This helped to give her the confidence to return to school as soon as her family situation allowed.

Case Study 6

Providing differentiated learning for SEN pupils, including worksheets sent home and mini-videos (silver tips) to show calculation methods. I made a call to family to find out how Child H was coping. I was pleased to hear that he was enjoying the work, even though there was no evidence of it on GC. I was then able to tailor the work more specifically to him.

Case Study 7 - KS2 - maintaining the community

Daily Google Meets - prior to the majority of children returning to school I was doing two a day - allowing the children to tell me what they were up to, as well as socialising with various children in the group. We played games, did escape rooms, etc. It also allowed me to check in with them as to what they would like to focus on when more of them would be in school, for example in maths a lot would like to go over long division.

Appendix IV Parent Surveys

Windermere Primary School - Return to School Preferences

Please complete this survey by Sunday 17th May 2020. Thank you.

1. Child's forename

2. Child's year group:

Reception

Year 1

Year 6

3. I would like my child to return to school on 1st June or as soon as school opens.

Yes

No

4. I am a keyworker and would like my child to attend...

full-time

part-time

with their year group

not at all

5. To meet my work commitments I would like my child to attend on:

6. My child will not be returning to school because...

my child or a member of our household is **extremely vulnerable**.

my child or a member of our household is **clinically vulnerable**.

I believe it is too early for children to return to school.

I prefer to wait until all of my children are able to return to school.

Other.

Other (please specify)

Done

Return to school survey

1. Child's Name:

2. I am a keyworker or my child has a social worker or Education and Health Care Plan (EHCP).

- Yes - go to question 3.
- No - skip ahead and go to question 4

3. For keyworkers' children and children with a social worker or EHCP only, please tick as many days as you REQUIRE.

Please bear in mind that spaces taken by keyworkers' children will limit the number of places available to offer other pupils.

- Monday - class bubble A
- Tuesday - class bubble A
- Wednesday - mixed year group
- Thursday - class bubble B
- Friday - class bubble B

4. If you are NOT a keyworker and your child does NOT have a social worker or EHCP, please answer this question.

If possible, I would like my child to return to school this term on a part-time basis.

- Yes - go to question 5
- No - skip ahead to question 6

5. I would like them to attend on (unfortunately this cannot be guaranteed):

- Monday/Tuesday
- Thursday/Friday
- I have no preference

6. My child will not be returning to school this term because:

- I believe it is too soon.
- my child or another member of the household is vulnerable.
- other.

Other (please specify)

Thank you - you have finished.

Appendix V—Chair of CPC report on Google Classroom Provision

From: XXX Sent: 12 May 2020 10:39 To: Head@Windermere
<head@windermere.herts.sch.uk> Subject: RE: Google Classroom

Hello Davina

I hope all is well with you and your colleagues and that everyone is keeping safe and well.

Thank you very much for the opportunity to see the way you are using google classroom to support home learning during the school closures.

As a governor, I noted the following very impressive features across the year groups:

- The breadth of the curriculum offer – English, maths, yoga, DT Amazing to see how you have made the curriculum so accessible!
- The opportunity for connection and dialogue through, for example, pupils uploading their pictures for comment, or the opportunity for scheduled calls by teachers to pupils. This must help both with safeguarding and emotional well being.
- Support for parents e.g. links to phoneme sounds to ensure that there is consistency in approach at home as well as at school
- Positive and engaging comments by teachers to pupils, maintaining the excellent personal relationships that are a feature of the school in ‘normal’ times
- Support for learners with SEN such as differentiated books to read including audio options and new learning in maths supported by videos as well as traditional methods such as work sheets.

All of this reflects an enormous amount of hard work by your whole team, and it is very reassuring for governors to be able to access this and be aware of the opportunities and support that the school is offering at this difficult time. Thank you to you and all your colleagues.

Kind regards

Appendix VI - Email to FGB from Headteacher – 16/05/20

Dear All,

Further releases from DfE on Wednesday said, '*All schools are different, and it is not possible for government to set specific national guidelines that could be universally applicable.*'

I interpreted this to mean that whilst the DfE might like all children in the priority year groups to attend, they accepted that for some schools this would not be the best model. I completed the DfE's checklist and identified two separate scenarios - children back on a rota and priority children back full-time.

Scenario 1

Children returning part-time starting with priority children (Reception, Year 1 and Year 6). Vulnerable children and keyworker children are always able to attend full-time.

Advantages:

- Children can be taught in the required groups of 15, in their familiar classrooms and by their familiar teachers.
- They will receive teaching in line with the online curriculum, but will benefit from interaction with some of their peers, their teacher and other familiar adults.
- They will be able to build on the teaching they receive in school when they return to the online curriculum.
- Younger pupils will benefit from a phased return after this extended absence.
- The most appropriately qualified teachers will be able to identify the gaps that we will need to fill (all teachers are qualified to teach EYFS, but the skillset is quite specific and requires additional CPD and knowledge of the EYFS curriculum, which not all teachers have).
- Careful organisation of the staff (including shielding staff not available to work onsite) will ensure that we will continue to be able to provide quality online resources for all children in every year group.
- There will be sufficient space in school to accommodate the children attending and sufficient staff to meet their needs.

The school would be able to meet the statutory requirements for teachers' PPA time and this would support their health and mental well-being.

Disadvantages:

- Children in priority year groups who are not deemed vulnerable will only receive two days' onsite education.
- Parents who work may find this inconvenient
- Additional cleaning of equipment required between groups
- This is not the DfE's preferred model of re-opening (although this hadn't been confirmed at this point)

Scenario 2

Children in priority year groups returning to school full-time. Continued full-time provision for keyworkers' and vulnerable children.

Advantages:

- Children in priority year groups would receive their full entitlement to education
- Working parents would be able to return to work or to continue to work from home unhindered
- This is the DfE's preferred model of re-opening
- Children in other year groups would be able to access the Oak National Academy online teaching or other online resources such as BBC Bitesize

Disadvantages:

- It would not be possible for every child to be taught by their own class teacher - this is a particular factor for our youngest pupils who are probably keen to see Miss Rios and Miss Bentley again.

- 50% of the children would not be taught in their own classroom, this would include some EYFS or KS1 pupils being taught in a KS2 classroom with larger tables and toilets.
- If the number of vulnerable and keyworker pupils exceeded 15 (and with teachers having to return to their school, this is now likely) then we would not have sufficient space to accommodate all the children; whilst we could use the hall or dining room, there are no pupil toilets available unless they share the ones used by a class group (which risks cross-contamination and is therefore against DfE safety advice) and there would be no interactive white-board etc.
- The high level of needs of many of our children mean that it is difficult for a teaching assistant (however capable) to teach a large group of pupils, so we would need to use the remaining class teachers to teach all the groups i.e. Miss Rios and Mrs Parnell (also EYFS trained) to teach the two Reception classes, Miss Bentley and Miss Fisher to teach the Year 1 classes, Mrs Chakma to teach one Year 6 group (the DfE ranked them lowest in priority of the priority groups) and Miss Clark and Miss Baldwin to teach the vulnerable and keyworker pupils. TA support would be limited as we have some who are clinically vulnerable and should ideally still work from home.
- It would not be reasonable for teachers to maintain the Google Classroom (particularly the video lessons) whilst teaching full-time, so we would need to direct parents and children in the remaining 4 year groups to Oak National Academy and BBC Bitesize etc.
- Children in Years 2-5 and those who are not able or willing to return to school (initial survey results indicate 1/3 do not intend returning their children to school this term) would also miss the online interaction with their class teachers e.g. Google Meets, classroom feedback etc.

In my opinion, **scenario 1** with all priority groups attending at least two days a week and vulnerable/key worker pupils attending throughout the week, whilst we still maintain our online and remote support (learning packs etc.), is the best option for our school with the availability of space and staffing and considering the relatively high number of vulnerable pupils that we have. I would suggest that we review this on an ongoing basis, but certainly after ten days, if we feel it appropriate (low overall attendance etc) we could change the offer to provide full-time provision to at least one year group, possibly two.

Regards,

Davina

Appendix VII Parent Feedback

I just wanted to send a quick email to say how impressed we are with everything that Windermere is doing while we are all in lockdown. There is lots of interesting work being set, in lots of different ways (videos, presentations etc) and so it really keeps XX interested and motivated. Every time we submit work or write a comment there is feedback so it feels really interactive, but there's also no pressure if we have one of those days where nothing gets done! It was great to catch up with Miss Rios too. Thank you to everyone who is making this happen so smoothly. (But obviously she can't wait to come back to school as well!!).

Parent Reception

*Thank you also for all you've done for the kids over the last few months by the way – it seems so much better than the provision by other schools that I have heard about from friends. The work on the google classroom has been really well planned and it's a useful insight for us into how they learn – and given us newfound respect for teachers getting 30 kids to do the work! XX and XX have also had a really positive experience in the few days they have been in school, I think it has really benefited them and given them a boost after a hard few months. **Parent Year 2 and Year 5***

*X is enjoying the home learning thank you. It is proving a life saver to keep him stimulated mentally...Thank you so much to you and wonderful Miss Rios for all the time spent sending things through. We feel so lucky to be part of Windermere. **Parent Reception***

'When I talk to my friends, I am so proud to be part of Windermere.' **Parent Year 1, Year 3, Year 5**

*I also wanted to say how well I think the school have handled the situation and home learning – its been so joyful to hear Ms Clark's voice in our house everyday and X has really enjoyed his regular zoom calls with classmates. He knows what he needs to do in the day and has found the variety of learning to be engaging. Every interaction I've had with the school during lockdown has been exemplary and I am super proud to be part of the Windermere community. **Parent, Year 4***

*We have been really impressed with the online schooling, the schools communication and the way Windermere has dealt with this difficult time. **Parent, Year 4 and Year 6***

*Thanks so much for your time, and for going through everything. It's taken a weight off my shoulders to know that there are so many interactive resources, all laid out for each of the boys! **Parent, Year 1 and Year 3***

*Also one more thing I would like to add just wanted to say a very big thank you to all the staff that have been working hard throughout this uncertain times and been setting up work for all our children. I would like to take this opportunity to show my gratitude and to say thank you again to all teachers we really appreciate It all! Thank you once again! Looking forward to seeing all in September! **Parent, Reception and Year 5***

Appendix VIII Timeline

13th February—HCC send advice to schools/26/27th further updates

6th March HCC update advice to include protocols for if someone has Coronavirus

12th March DR met with Chair to discuss school's Coronavirus response

17th March Extraordinary full governing board meeting

18th March Coronavirus webinar with Jim McManus, Director of Public Health, Hertfordshire

Resources ordered in preparation for closure

Closure announced by government

19th March List of keyworkers released

20th March Home learning packs sent home

23rd March School open only to the children of keyworkers and children with social workers or EHCPs

23rd April Vulnerable category is broadened to include pupils 'otherwise vulnerable'

w/c 4th May Project packs available for collection

10th May Government announces expectation that Reception, Year 1 and Year 6 pupils will return to school from 1st June

15th—17th May Survey of parents re return to school (YR, Y1, Y6)

19th May Full Governing board meeting—discuss and agree plans for wider opening of school (see appendix VI)

1st June wider opening of school to Reception, Year 1, Year 6

w/c 8th June additional resource packs for Year 1 and Year 2

11th—14th June Survey of parents re return to school remaining year groups

16th June—Governing board curriculum committee meeting

22nd June Return to school for remaining children on part-time timetable