



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

# Covid 19 Planning for September

Updated 2<sup>nd</sup> September 2020

Updated slides have a title in blue  
font



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# Updated Government Guidance – Key Docs

Part of  
[Education and childcare during coronavirus](#)



## Guidance **Guidance for full opening: schools**

Updated 28 August 2020

[Full Guidance Here](#)

[Parental Guidance Here](#)

## Guidance **What parents and carers need to know about early years providers, schools and colleges in the autumn term**

Updated 1 September 2020



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Collection

## **Guidance for schools: coronavirus (COVID-19)**

What school leaders, teachers and school staff need to do during the coronavirus (COVID-19) outbreak.

Published 17 June 2020

Last updated 26 August 2020 — [see all updates](#)

From: [Department for Education](#)

Contents

- Guidance for other providers
- Day-to-day running of a school
- Safe working and protective measures
- Special educational needs and disability (SEND)
- Remote education and online learning
- Finance and administration
- Accountability and data collections
- Exams and assessments
- Residential settings
- Teacher training
- Changes to regulations or legislation



# Rationale

- The prevalence of coronavirus (COVID-19) has decreased.
- NHS Test and Trace system is running.
- Public Health England is clear about the measures that need to be in place to create safer environments within schools.
- Returning to school is vital for children's education and for their wellbeing - we know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.
- The risk to children themselves of becoming severely ill from coronavirus is low and there are negative health impacts of being out of school.
- Lower academic achievement also translates into long-term economic costs due to having a less well-qualified workforce. This affects the standard of living that today's pupils will have over the course of their entire life. For many households, school closures have also affected their ability to work. As the economy begins to recover, we need to remove this barrier so parents and carers can return to work.



# Attendance

The usual rules on school attendance will apply from September, including:

- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- schools' responsibilities to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus.

Where this is the case, DfE expects schools to be able to immediately offer these pupils access to remote education.



# Groupings

- In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, *schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.*
- In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, *the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching.* If this can be achieved with small groups, they are recommended. At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).



# Mixing

- Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they *can look to implement year group sized 'bubbles'*.
- Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups.
- *Schools with the capability to do it* should take steps to limit interaction, sharing of rooms and social spaces between groups *as much as possible*.
- *When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.*
- Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially



# Staff Guidance

- *All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.*
- This will be particularly important for secondary schools.
- Where staff need to move between classes and year groups, *they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.*



# Measures within the classroom

- Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission.
- It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible.
- Ideally, adults should maintain 2 metre distance from each other, and from children.
- *We know that this is not always possible, but if adults can do this when circumstances allow that will help.*
- **In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.**
- Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.





# Measures elsewhere

- Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.
- When timetabling, groups should be kept apart and movement around the school site kept to a minimum.
- While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.
- Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).
- Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.



# Measures for arriving at and leaving school

- We know that travel to school patterns differ greatly between schools.
- If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school.
- Staggered start and finish times should not reduce the amount of overall teaching time.
- A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour.



# Dedicated school transport

- Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent.
- This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport.
- The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls and with the approach being adopted for your school. It is important to consider:
  - how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school
- *BMDC have confirmed that they cannot accommodate year group buses and so these will operate on a geographical basis only i.e. not their assigned bubble*
- ***Face coverings will be compulsory on all school buses***



# Manage confirmed cases of coronavirus (COVID-19) amongst the school community

- Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19).
- The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.
- The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. NB: Household members of those contacts sent home do not need to self-isolate unless the person who is self-isolating then develops symptoms in which case they should follow [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#).

## ***Close contact means:***

- *direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)*
- *proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual*
- *travelling in a small vehicle, like a car, with an infected person*
- *Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms.*

# FACE COVERINGS

Guidance

## Face coverings in education

Published 26 August 2020

<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>

- Nationwide, the government is not recommending face coverings are necessary in education settings generally.
- However, from 1 September 2020, new advice applies to the use of face coverings by staff and pupils in some schools, and learners in further education.
- In areas of '[national government intervention](#)', (local lockdown areas) the government **will require** adults and pupils to wear face coverings when moving around their school, such as in corridors and communal areas where social distancing is difficult to maintain.
- Secondary schools and colleges outside of lockdown areas will have the discretion to require face coverings in communal areas where they can't safely manage social distancing (if they believe that it is right in their particular circumstances).
- NB: Although local restrictions have been lifted in Ilkley and Wharfedale, they remain in 21/30 wards which make up the Bradford District. Guidance issued by the Local Authority is that the wearing of face coverings should be mandatory in corridors and communal areas in ALL Bradford secondary schools including IGS. Face masks will be required therefore by staff and students when moving in corridors and communal areas, unless they are exempt from wearing face coverings.



# Cleaning

**Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach**

- Points to consider and implement:
- putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:
  - more frequent cleaning of rooms / shared areas that are used by different groups
  - frequently touched surfaces being cleaned more often than normal
- different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet
- Public Health England has published revised [guidance for cleaning non-healthcare settings](#) to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.



# Catering

- We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.
- School kitchens can continue to operate, but must comply with the [guidance for food businesses on coronavirus \(COVID-19\)](#).



# Contingency plans for outbreaks

- For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19).
- In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.

## Remote education support

- Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.





# Key Elements from the DfE Guidance for September

- The guidance states that “While coronavirus (COVID-19) remains in the community, this means *making judgments at a school level* about how to balance and minimise any risks from coronavirus (COVID-19) with providing a full educational experience for children and young people. Schools should use their existing resources to make arrangements to welcome all children back.”
- “The measures set out in this guidance provide a framework for school leaders to put in place proportionate protective measures for children and staff, which also ensure that all pupils receive a high quality education that enables them to thrive and progress. In welcoming all children back this autumn, *schools will be asked to minimise the number of contacts that a pupil has during the school day* as part of *implementing the system of controls* outlined below to reduce the risk of transmission. If schools follow the guidance set out here, they can be confident they are managing risk effectively.
- While our aim is to have all pupils back at school in the autumn, *every school will also need to plan for the possibility of a local lockdown and how they will ensure continuity of education.*”
- “All elements of the system of controls are essential. All schools must cover them all, but the *way different schools implement some of the requirements will differ based on their individual circumstances.*”
- “There cannot be a ‘one-size-fits-all’ approach where the system of controls describes every scenario. School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk. *The system of controls provides a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks.*”
- “Schools must comply with health and safety law, which requires them to *assess risks and put in place proportionate control measures*. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls.”
- This system of controls therefore includes a number of mandatory elements; the fifth item of the system of controls (minimise contact between individuals and maintain distancing wherever possible) is one which schools are required to consider properly and then put in place measures that suit their particular circumstances:



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## Health & Safety



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# Health & Safety Remains Paramount

- Doing anything must be done as safely as possible
- There will never be zero risk
  - Our role is to minimise that as much as possible
- We will follow all of the advised cleaning and safety regimes as part of the new 'System of Controls'
- Ultimately – we will follow all government guidance to ensure we are operating within the statutory parameters set out and to ensure that we mitigate risk as best we can



# The System of Controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection':

## Prevention

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.
- 2) **Where recommended, use of face coverings in schools.**
- 3) Clean hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.
- 6) Minimise contact between individuals and maintain social distancing wherever possible.
- 7) Where necessary, wear appropriate personal protective equipment (PPE).

Numbers 1 to 5 must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.



# The System of Controls cntd.

- **Response to any infection**

8) Engage with the NHS Test and Trace process.

9) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.

10) Contain any outbreak by following local health protection team advice.

Numbers 8 to 10 must be followed in every case where they are relevant.



# Public Health Advice to Minimise Coronavirus Risks

Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks so that pupils do not breathe on each other
- staff maintaining distance from pupils and other staff as much as possible



# Prevention

- **Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school**
- Ensuring that pupils, staff and other adults do not come into the school if they have [coronavirus \(COVID-19\) symptoms](#), or have tested positive in at least the last **10 days**, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.
- If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)', which sets out that they must self-isolate for at **least 10 days** and should [arrange to have a test](#) to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms or if they do not have symptoms, from the day their positive test was taken. If anyone else in the household starts displaying symptoms, they must stay at home for at least 10 days from when their symptoms appear, regardless of what day they are on in their original 14-day isolation period.





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## Risk Assessment



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# Risk Assessments

As part of planning for full return in the autumn term, it is a legal requirement that schools and trusts should revisit and update their risk assessments, to consider the additional risks and control measures to enable a return to full capacity in the autumn term.

Schools and trusts should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of COVID-19.

Schools and trusts should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of control to reduce the risk to the lowest reasonably practicable level.



# Our Approach

- Our risk assessment is based upon implementing a range of approaches and actions from the System of Controls and Annexe A in the [DfE Guidance](#) that when implemented create as safe an environment as possible where the risk of transmission of infection is substantially reduced
- Our risk assessments link with existing Trust / School policies and updated government guidance on implementing protective measures in an education setting. They are based on a pragmatic, flexible and proportionate approach. The risk assessments are dynamic documents regularly updated in response to new guidance and changing circumstances. For ease of reference, we will publish a summary document in September once finalised.





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## Plans for September Opening



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# MINIMISING CONTACT AND MIXING WHILST MAINTAINING A FULL CURRICULUM

- 1) Staggered starts and ends to the school day
- 2) Staggered entrances and exits
- 3) Increased flexibility for Post-16 students
- 4) Staggered break times
- 5) Staggered lunch times
- 6) Slight changes to the start and the end of the school day
- 7) Bubbling of students
- 8) Zoning of year groups
- 9) Zoning of toilet facilities
- 10) One way systems and divided corridors
- 11) Cessation of all mixed larger gatherings



# Staggered Start, Finish Times and Separate Entrances/Exits

## START TIMES:

<b>Year 7 Bottom Gate or West Entrance</b> <b>Year 9 Main Entrance</b>	<b>Year 8 West Entrance</b> <b>Year 10 Front Side Gate</b> <b>Year 12 Bottom Gate</b>	<b>Year 11 West Entrance or Bottom Gate</b> <b>Year 13 Front Side Gate</b>
Arrive after 8:05	Arrive after 8:20	Arrive after 8:30 to be in classrooms before 8.40am
08:20 Reg	8:30 Reg	

## FINISH TIMES:

Period 6 14:10 - 14:50	Period 6 14:10 - 15:00	Period 6 14:10 - 15:05
Leave 14:50	Leave 15:00	Leave 15:05



# INCREASED FLEXIBILITY FOR POST-16 STUDENTS



- Post-16 students will be permitted to arrive later or depart earlier if they have private study allocated at the start or end of the day, or a significant block of time within the middle of the day
- Separate social/study areas: Year 12: F:Hall and F6  
Year 13 Private Study area/outside library and CC (not P4)



# STAGGERED BREAK TIMES

- No more than 3 year groups on break at any one time, staggered throughout period 2
- All year groups allocated separate catering facilities
- Staff break dependent on the year group they teach period 2

Early break		Middle break		Late break	
Year 7	Armitage Café	Year 8	B: Hall	Year 11	B: Hall
	Bottom court & west end of Bronte		Bottom court & west end of Bronte		Bottom Court & west end of Bronte
Year 9	B: Hall	Year 10:	Armitage Café	Year 13	Armitage Café
	Middle playground & central area including covered table tennis area		Middle playground & central area including covered table tennis area		Outdoor seating outside F: Hall and east end of Bronte
		Year 12	F: Hall and F6		
			Outdoor seating outside F: Hall and east end of Bronte		

# STAGGERED LUNCH TIMES

- **Period 4 extended to facilitate three separate lunch periods**
- **Taught lesson time of 80 minutes plus 35 minutes lunch**
- **Years 7-11 allocated specific zones to include a catering area with lunch service, designated indoor area for sandwiches and outside space**
- **Years 12 and 13 allocated catering facilities but also allowed to leave the site for lunch**





Early lunch		Middle lunch		Late lunch	
Year 7	B: Hall	Year 8	B: Hall	Year 11	B: Hall
	Sandwich rooms: Courtyard Café		Sandwich rooms: Yr9 centre + designated classrooms		Sandwich rooms: Courtyard Café + Yr 9 Centre
Year 9	Bottom court, D floor balcony & west end of Bronte	Year 10:	Bottom court, D floor balcony & west end of Bronte	Year 13	Bottom Court, D floor balcony & west end of Bronte
	Armitage Cafe		Armitage Café		Armitage Café
	Sandwich rooms: Y9 centre + designated classrooms	Year 12	Sandwich rooms: designated classrooms		Outdoor seating outside F: Hall and east end of Bronte and covered table tennis area
	Middle playground & central area including covered table tennis area		Middle playground & central area including covered table tennis area		
			F: Hall, F6 and Courtyard Cafe		
			Outdoor seating outside F: Hall and east end of Bronte		

# SLIGHT CHANGES TO THE START AND FINISH TIMES TO THE SCHOOL DAY

- Varied starts and finish times necessitate very slight changes to the school day, although all within directed time

YEAR GROUP	START TIME	END TIME (WEDS)	Adaptations to the timetable
YEAR 7	08:20-08:25	14:50 (14:25)	Longer tutor period 08:20/5-08:40 5-10 mins earlier start and finish
YEAR 8	08:30	15:00 (14:30)	No change
YEAR 9	08:20-08:25	14:50 (14:25)	Longer tutor period 08:20/5-08:40 10 mins earlier start and finish
YEAR 10	08:30	15:00 (14:30)	No change
YEAR 11	08:40	15:05 (14:35)	No tutor period – students go straight to lesson 1 at 08:40 5-10 minutes later finish
YEAR 12	08:30	15:00 (14:30)	No change
YEAR 13	08:40	15:05 (14:35)	No tutor period – students go straight to lesson 1 at 08:40 5 minutes later finish

# N O R M A L

	Year 7 Bottom Gate or West Entrance Year 9 Main Entrance	Year 8 West Entrance Year 10 Front Side Gate Year 12 Bottom Gate	Year 11 West Entrance or Bottom Gate Year 13 Front Side Gate	
	Arrive after 08:05	Arrive after 08:20	Arrive after 08:30 to be in classrooms before 08.40am	
	08:20-25 Reg	8:30 Reg		
PERIOD 1	Period 1 08:40 -9:30	Period 1 08:40 -9:30	Period 1 08:40 -9:30	P1:50 mins
PERIOD 2 + BREAK	Break 09:30 -9:50	09:30- 9:55	Period 2 09:30 - 10:20	P2:50 mins + 20 mins break
	Period 2 09:50- 10:40	Break 09 :55- 10:15	Break 10:20-10:40	
		10:15- 10:40		
PERIOD 3	Period 3 10:40- 11:30	Period 3 10:40- 11:30	Period 3 10:40- 11:30	P3: 50 mins
PERIOD 4 + LUNCH	Lunch 11:30- 12:05	Period 4 11:30 - 12:10	Period 4 11:30- 12:50	P4: 80 mins + 35 mins lunch
	Period 4 12:05-13:25	Lunch 12:10 - 12:45		
		Period 4 12:45 -13:25	Lunch 12:50- 13:25	
PERIOD 5	Period 5 13:25 -14:10	Period 5 13:25 -14:10	Period 5 13:25 -14:10	45 mins
PERIOD 6	Period 6 14:10 - 14:50	Period 6 14:10 - 15:00	Period 6 14:10 - 15:05	Varied lesson length: 40 mins; 50 mins; 55mins
	Leave 14:50			
		Leave 15:00		
			Leave 15:05	

		Year 7 Bottom Gate or West Entrance Year 9 Main Entrance	Year 8 West Entrance Year 10 Front Side Gate Year 12 Bottom Gate	Year 11 West Entrance or Bottom Gate Year 13 Front Side Gate	
		Arrive after 08:05	Arrive after 08:20	Arrive after 08:30 to be in classrooms before 08.40am	
		08:20-25 Reg	08:30 Reg		
PBT		PBT: 08:40 - 9.00	PBT: 08:40 - 9.00	PBT: 08:40 - 9.00	
PERIOD 1		Period 1 09:00 - 09:50	Period 1 09:00-09:50	Period 1 09:00 - 09:50	P1:50 mins
PERIOD 2 + BREAK		Break 09:50-10:10	09:50 -10:15	Period 2 09:50-10:40	P2:50 mins + 20 mins break
		Period 2 10:10 - 11:00	Break 10:15-10:35 10:35-11:00	Break 10:40 - 11:00	
PERIOD 3		Period 3 11:00 - 11:50	Period 3 11:00 - 11:50	Period 3 11:00 - 11:50	P3: 50 mins
PERIOD 4 + LUNCH		Lunch 11:50 - 12:25	Period 4 11: 50 - 12:30	Period 4 11:50 - 13:10	P4: 80 mins + 35 mins lunch
		Period 4 12:25 - 13:45	Lunch 12:30 -13:05 Period 4 13:05 - 13:45	Lunch 13:10 - 13:45	
PERIOD 5		Period 5 13:45-14:25	Period 5 13:45 -14:30	Period 5 13:45-14:35	Varied lesson length: 40 mins; 45 mins; 50 mins
		Leave 14:25	Leave 14:30	Leave 14:35	

# WEDNESDAYS

# STUDENT BUBBLES

YEAR GROUP	MAIN FORM OF GROUPING/ ORGANISATION	MAXIMUM BUBBLE SIZE WITHIN THE TIMETABLE	DETAILS
<b>7</b>	Tutor groups (initially 82.8%, then 69%)	Band size – no more than 120 students	Taught in bands for PE and technology Set in maths within bands from October 2020
<b>8</b>	I, G, S bands (57%)	Band size – no more than 120 students	Taught in bands for PE, technology, geography, history, science and maths
<b>9</b>	X and Y bands (84.4%)	Full year group - 304	Taught in full year group bubbles only for options J, K and L
<b>10</b>	X and Y bands (58.6%)	Full year group – 286	Taught in full year group bubbles only for the options subjects: A, B, C and D
<b>11</b>	X and Y bands (58.6%)	Full year group – 272	Taught in full year group bubbles only for the options subjects: A, B, C and D
<b>12</b>	Full year group	Full year group – approx. 240	All curriculum taught in full year group bubbles
<b>13</b>	Full year group	Full year group – approx. 225	

# ZONING OF YEAR GROUPS 7-11

**Marshall**



**Bronte**



**Armitage**



# ZONING KEY STAGE 3

YEAR GROUP	ZONE	ROOMS	EXCEPTIONS: lessons taught outside the zone
7	Q and R floor (east end) Armitage	Q1-Q8 R5-R7	Computing PE Technology Art Drama Music *staff will be able to book a science lab to facilitate practical science as appropriate
8	R floor Armitage (west end) and N floor Bronte	R1-R4 N1-N7	Computing PE Technology Art Music Drama *staff will be able to book a science lab to facilitate practical science as appropriate
9	B, C and D floor Marshall	B10, B12, B13 and B14 C4, C5, C6, C7 D1-D4	All options lessons requiring specialist classrooms: for example, art; drama; music; computer science; IT; technology; PGP double practical lessons 1/3 lessons for biology, chemistry and physics in a lab Core PE Computing

# ZONING KEY STAGE 4

10	P floor Bronte + N8	P1-P11 and N8	All options in specialist rooms At least 1/3 science lessons in a science lab Core PE
11	M floor Bronte + AC for students in the Achievement Centre	M1-M13 AC1 and 2	All options in specialist rooms At least 1/2 science lessons in a science lab Until further notice, students will be allowed to leave after lunch on a Friday afternoon when they have core PE scheduled (X band is Friday B and Y band is Friday A). There will be supervised study for students wanting to remain on site, as well as some targeted intervention lessons for a selected number of students in maths and English.





# POST-16

- Insufficient space to zone post-16 separately
- Some specific post-16 classrooms: C1; F5; K1; T1; T2; Armitage Conference Room
- Post-16 to allow years 7-11 time to transfer within their zone or to specialist classrooms outside the zone
- Private study allowed at home

Year group	Supervised study area	Study/Social space
12	Upper library	F6/ F: hall
13	Lower library	P16 quiet study area/ outside the library/Courtyard Café (except period 4)



# CONSEQUENCES OF ZONING

- **Movement and mixing significantly reduced**
- Some staff have to move rooms and buildings regularly
- Students will arrive at classrooms in some cases before staff if the member of staff is moving buildings in line with the zones
- Students to be allowed in classrooms unless there are health and safety considerations e.g. science and technology rooms. This is to avoid congestion on any corridor
- Heads of Year 7-11 and key pastoral staff will be re-located in line with their year group's zones, thus providing supervision at key changeover times
- Members of the Leadership Team will be allocated zones to supervise at changeovers
- To facilitate a crisp start to lessons, KS3 students will be asked to have a reading book at all times to allow the teacher time to set up, dock the laptop etc. HODs have been asked to consider compilation of wider reading lists/revision material which KS4 and 5 students can access independently



# ZONING OF TOILET FACILITIES

YEAR GROUP	TOILETS
7	Armitage (side facing the main school buildings)
8	Armitage (side facing the car park)
9	D floor toilets + L block (male)
10	P floor toilets
11	M floor toilets
POST-16	Post-16 toilets L block toilets (female) Accessible toilets around the site Courtyard Cafe



# ONE WAY SYSTEMS

- Where practicable, we will establish a one-way system around the site especially in areas of congestion and narrow corridors e.g. in Marshall especially around B and D corridors
- In Bronte and Armitage, corridors will be divided but will not be one way as students will be moving within their zones
- In Bronte, the stairs at the east end by the bridge will be UP only; the stairs in the middle of the block and the west end will be DOWN only
- In Armitage, the stairs by the tennis court entrance will be UP only and the stairs at the Sports Hall end will be DOWN only
- In Marshall, the stairs that lead up to B:Hall from C5/C6 will be UP only; the narrow stairs from maths to the IT office/exams office will be DOWN only
- Other one way routes will be clearly signed



# SCHOOL UNIFORM

- All students will be expected to be in full school uniform from day 1
- PE Kit will also need to be ready, though final arrangements for PE lessons will be confirmed by the PE department this week
- Post 16 students will need to adhere to the Post 16 Dress Code
- As per government guidance, uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal



# CESSATION OF ALL LARGE MIXED GATHERINGS

The following will take place virtually until further notice:

- Assemblies
- Staff briefings
- Staff meetings
- Whole school CPD

