

Scenario Planning – September 2020 – Version 2 - 13-14th July 2020.

Scenario	Return of all students and staff September 2020.						
Cohort returning	All students (Y7 – Y11) to return September 2020						
Context of returning pupils eg. SEND, Vulnerable etc. September 2020 School Total : 129 pupils/students. <ul style="list-style-type: none"> SEND (Special Needs and Disabilities) pupils/students: 108 (co-ord. SENDCo Mrs. Dugdale). Education and Health Care Plan students/pupils: 8 (co-ord. Deputy Head Mrs. Lanaghan). Looked-after children: 10 (co.ord. Deputy Head Mrs. Lanaghan). Medical Red students/pupils: TBC 	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	20 SEND 1 EHCP 2 LAC TBC MEDICAL RED 0 CP PLAN Total: 23 (as of 13.07.2020).	14 SEND 1 EHCP 1 LAC TBC MEDICAL RED 0 CP PLAN Total: 16 (as of 13.07.2020).	26 SEND 2 EHCP 4 LAC TBC MEDICAL RED 1 CP PLAN Total: 33 (as of 13.07.2020).	14 SEND 2 EHCP 1 LAC TBC MEDICAL RED 0 CP PLAN Total: 17 (as of 13.07.2020).	21 SEND 2 EHCP 1 LAC TBC MEDICAL RED 1 CP Plan Total: 26 (as of 13.07.2020).	5 SEND 0 EHCP 0 LAC TBC MEDICAL RED 1 CP Plan Total: 6 (as of 13.07.2020).	8 SEND 0 EHCP 1 LAC TBC MEDICAL RED 0 CP PLAN Total: 9 (as of 13.07.2020).

<ul style="list-style-type: none"> • (co-ord. Deputy Head Mrs. Lanaghan). • Child Protection plan pupils/students: 3 • (co-ord. Deputy Head Mrs. Lanaghan). 							
<p>1. Key government guidance linked to school re-opening September 2020.</p>	<p>Section 1.</p> <p>All risk management planning during covid-1, covid-2 and covid-3 has been informed by government guidance and key methods of limiting disease transmission (according to the World Health Organisation):</p> <ul style="list-style-type: none"> • hand hygiene; • respiratory etiquette; • environmental cleaning and disinfectant; • physical distancing; <p>We have linked our summary protocols for staff and pupils/students directly to the four key methods of limiting disease transmission to provide clear understanding to all stakeholders as to why these arrangements have been put in place to mitigate risk. Feedback from all stakeholders at every stage has been incredibly supportive and very positive with regard both the planning undertaken, but as importantly the implementation of plans to date.</p> <p><u>A. HAND HYGIENE and the use of school “bubble” areas and associated routines to limit disease transmission.</u></p> <p>Handwashing upon entry, at regular timetabled points during the day and the use of “bubble areas” to limit disease transmission opportunities. This has been in place since March 2020.</p> <p>Risk will be mitigated in the following ways:</p> <ul style="list-style-type: none"> • <u>Regular handwashing.</u> 						

- All staff and pupils/students must wash their hands upon entry to the site.
- Additional, temporary staff and student entry handwashing facilities will be situated at the entrances to bubbles.
- The government handwashing guidelines need will be followed.
- These guidelines are apparent in signage around school.
- The government hand washing guidelines stipulate that you should wash your hands when you get to school/work or arrive home; after you blow your nose, cough or sneeze and before you eat or handle food. You should wash your hands for 20 seconds, using soap and water or hand sanitiser. The guidance states, “washing hands regularly is the single most important thing that an individual can do”.
- Following hand washing upon entry pupils/students will be directed by teaching staff to their “bubble area” at the prescribed time. Year group “bubble areas” (see page 6).
- Further induction to the “bubble” area way of school management and organisation will be given in this communication and in detail on the first day of staff attendance ie. the staff training day on Tuesday 1st September 2020.
- Staff breaks will be taken, in a socially distanced manner, in the various staff rooms and work areas across the site.
- Each year group will use the dining room for lunch separately, on a rota basis, and they will have as usual their own outdoor area eg. Y7 yard, Y8 yard etc.
- Staff may take lunch in the dining room with students in their bubble, during their lunch break, or bring their own lunch.
- Because lunch will operate with a rota system lunch service will take place between 11.20am at the earliest and 1.20pm at the latest. Each year group will be served in turn on a rota system. This, longer than usual, rota is purely because of the number of pupils/students we need to serve and the dining space available. Pupils/students will have early lunch service some days, lunch in the middle of service other days and late lunch some days.
Staff and students to bring their own drinks/water to school for the journey and during the day. Drinks will be available at lunch service. Our numerous water fountains and air hand driers are switched off at present upon advice from public health.
- We are limiting some movement of staff and the movement of pupils/students, in line with government guidance, to limit opportunities for disease transmission to the best of our ability given student cohort, staffing, premises and site constraints by operating “bubble” arrangements.
- The usual curriculum for each key stage will be undertaken in “bubble areas”. There is some adaptation linked to the delivery of practical subjects. Subject leaders will be involved in on-going communication

with their staff with regard to any subject specific covid-curriculum adjustment. In summary, the curriculum in some subject areas will need to be adapted to concentrate upon more theoretical work at the start of the academic year as rooming has had to be changed to limit movement.

- The on-line curriculum, in place for all pupils/students during lockdown, will continue in case of local lockdown. Some community members may need to isolate at home in the event of a positive test or local lockdown. We need to enable some parity of pupil/student curricular experience, regardless of venue.
- Any staff member infringing social distancing rules will be subject to the usual protocols – verbal warning, written warning etc.
- The “bubbles” are arranged primarily around the different floor of different school buildings and are as described on page 6.

B. RESPIRATORY ETIQUETTE and associated school routines to limit disease transmission.

Respiratory etiquette.

Risk will be mitigated in the following ways:

- All staff and students must carry their own personal supply of tissues and observe the government advice ie. “You should cough or sneeze into tissues before binning them”. Please use the well-known public health slogan, “catch it, kill it, bin it”.
- Tissues are not available as usual at Reception areas as these areas are not accessed by students and staff in “bubble” areas.
- In an emergency, where no tissue is available the government advice is to sneeze into the crook of your arm. Clearly this is far from ideal, hence the advice that all staff and students carry their own personal supply of tissues.
- Lidded bins can be found across the school site for the disposal of all used tissues.

Personal protection equipment (PPE).

- The government advice is that students do not need to wear PPE.
- Some students may choose to wear PPE (provided by their parents).
- The government advice is that staff do not need to wear PPE.
- Some staff may choose to wear PPE (their own PPE or PPE donated by the academy).
- The wearing of PPE by students, or staff, is purely voluntary.
- As stated, PPE is not enforced, but will be used by staff in an isolation room during a medical emergency. The isolation room is the medical room immediately behind Westburn Reception.

C. ENVIRONMENTAL CLEANING and disinfectant and associated cleaning routines.

We will continue to undertake the cleaning of school facilities during the day and deep cleaning of high-risk areas after the school.

Risk will be mitigated in the following ways:

- All subject and pastoral leaders will link with their teams to ensure a clean desk policy, which is part of our GDPR arrangements.
- Staff who are fortunate to have their own office, or a socially distanced shared office, but not use staff work or social areas. This will reduce numbers to manageable proportions.
- All meetings must be either held on-line, or if this is not possible due to extenuating circumstances, in a socially distanced manner in a large room/hall or similar. Where possible windows, and doors, should be opened to further mitigate risk.
- Door handles, bannisters and similar high-risk areas are currently prioritised in daily cleaning routines by the academy cleaning team and have been since pre-lockdown.
- The academy cleaning team will be cleaning high-risk areas in school throughout the day.
- Cleaning teams will also be undertaking before school and after school cleaning routines, as normal.
- The academy has used THT (Teesside Hospital Trust) cleaning team for advice, review of practice, audit and deep cleaning.

2. Provision.

- i) Planned curriculum and timetable arrangements.

Section 2 Provision.

i)Risk has been mitigated by the following actions linked to the timetable and curriculum:

- **Effectively managing changing covid-related arrangements over time linked to changing government guidance.**
- SLT (Mrs. Shepherd/Mr. McDonagh/Mrs. Lanaghan and Mrs. Collins) are leading on the implementation of this area of responsibility. Mr. McDonagh leads curriculum and timetable arrangements. Mrs. Lanaghan leads provision for vulnerable students.
- Curriculum leaders and subject leaders have considered:
- pre-covid - the “normal” curriculum ie. pre-March 23rd 2020.
- Covid 1 - the “covid lockdown” home-school curriculum (March 23rd – June 15th 2020) arrangements.

- Covid 2 - the “emerging from lockdown home-school curriculum” for Y10 and Y12 from 15th June 2020 and the “home learning curriculum” for other year groups from March 23rd
- Covid 3 - “The everyone back: home-school curriculum” for all year groups from 1st September 2020 and the need for a “Tigger” rather than an “Eeyore” approach to getting staff and students back to pre-covid patterns with regard to teaching and learning.
- The Covid-3 stage is very complex for St. Anthony’s given the size of post-16 provision within St. Anthony’s and St. Aidan’s Catholic Sixth Form. The covid-3 timetabling and rooming of post-16 provision involves well over 400 students and over 35 Advanced level options. We have taken additional time to reach a conclusion with “bubble arrangements” due to the complexities of rooming post-16 provision given major challenges linked to very large numbers and site constraints.
- We will return to return to the “normal” curriculum as soon as the covid crisis allows, **in line with government guidance**. The covid-3 arrangements and shadow “normal” arrangements (see section 1).
- In line with guidance, staff are permitted to move between bubbles in order to facilitate the delivery of the timetable, but this will be minimised where possible and risk will be mitigated. **Staff will be prioritising cognition and metacognition to strengthen learning and mitigate against covid issues using four key strategies:**
 - **Subject specific cognition – knowing and understanding**
 - **Subject specific metacognition – how to learn**
 - **Subject specific motivation – engagement**
 - **Subject specific collaborative learning (this is operate differently given covid-3 restrictions, but can operate in a socially distanced manner in class or through home-school remote learning).**
- These are proven methods of ensuring quicker progress and advocated by the EEF (Education Endowment Foundation). Collaborative group work with older and low achieving pupils using these methods makes on average 7 months progress.
- All students carry their own reading book appropriate to age and academic ability as part of the literacy strategy. Literacy and Numeracy events will be reviewed, **to covid-proof the programme**, by the two co-ordinators (Mrs. Pickering and Ms. Clarke) working alongside our full-time Librarian, Mrs. Jackson.
- Relationships, Sex and Health Education will run as planned, in line with our ethos, with use of the “Ten Ten” theatre group resources in line with other diocesan schools. **These materials can be delivered in both a physically distant and remote learning setting.**

- Personal, social and health education is currently being reviewed by senior curriculum leaders and a co-ordinator. It will have a covid-19 health education prioritised, as with key messages within form time, class time etc.

ii) Sharing information regarding bubble arrangements from September 2020 with stakeholders.

- 6 “bubbles” in total.
- The Y7 bubble is based in McAuley building (Rooms: MC4, MC5, MC6, MC9, MC10, MC11, MC12, MC13 and MC14).
- The Y8 bubble is based in O’Connell building (rooms O 0:8, O 0:9, O 0:10, O 0:15 on the ground floor and rooms O 1:24, O 1:27, O 1:28, O 1:31 on the first floor)
- The Y9 bubble is based in “O’Connell building (rooms O1:22, O1:23, O1:32, O1:34, O1:35, O1:36, O1:38 and O1:39 on the first floor – separated by partition from Y8 rooms also on this floor)
- The Y10 bubble is based in O’Connell building (rooms O 2:40-2:58 on the second floor)
- The Y11 bubble is based in O’Connell building (rooms O 3:59- O 3:70 on the third floor and W20-W21 (Computing and Photography GCSE and O 1:11 and O 1:13 GCSE Art)
- The Y12 and Y13 bubble is based in Gabriel House, Somerleyton House, The Briery and W9, W11, W12, W25 specialist rooms, with separate access).
- N.B. Any floor of building with “split usage” is easily divided separated, given the structure of the building, by a moveable partition and also the use of different entrances/exits/staircases to enable bubbles to operate separately and mitigate risk using the following six methods.

iii) Clarity of information to stakeholders regarding pupil/student arrival at school and arrival at different times and at different entry points to mitigate risk.

Bubble/ Year group	Arrival a.m.	Gate	Entry point
7	8.30.	Westburn	McAuley via Westburn Yard
8	8.40.	Westburn	O’Connell via Dining Room
9	8.50.	Westburn	O’Connell via Fire exit
10	8.40.	PE Gate	O’Connell via Amphitheatre Door
11	8.30.	PE Gate	O’Connell via Amphitheatre Door

Sixth Form	8.50.	PE Gate /Gabriel	Main Entrance to the sixth form areas
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iv)The use of particular handwashing facilities by particular year group bubbles to mitigate risk.

<ul style="list-style-type: none"> • Hand-wash station
<ul style="list-style-type: none"> • Y7 Westburn toilets/ Entrance to McAuley
<ul style="list-style-type: none"> • Y8 O'Connell Ground floor toilets
<ul style="list-style-type: none"> • Y9 O'Connell Floor 1 toilets
<ul style="list-style-type: none"> • Y10 O'Connell Floor 2 toilets
<ul style="list-style-type: none"> • Y11 O'Connell Floor 3 toilets
<ul style="list-style-type: none"> • Y12/13 Gabriel/Somerleyton Entrance

v)The use of bubble specific stairs, bubble-specific toilet facilities and bubble specific outdoor spaces for year group bubbles to mitigate risk.

• Staircase	• Toilet facilities	• Outdoor space
<ul style="list-style-type: none"> • Y 7 McAuley Stairs 	<ul style="list-style-type: none"> • Westburn Yard Toilets 	<ul style="list-style-type: none"> • Westburn Yard
<ul style="list-style-type: none"> • Y8 O'Connell back stairs 	<ul style="list-style-type: none"> • O'Connell Ground Floor 	<ul style="list-style-type: none"> • McAuley Yard
<ul style="list-style-type: none"> • Y9 Dining Hall Stairs 	<ul style="list-style-type: none"> • O'Connell Floor 1 	<ul style="list-style-type: none"> • O'Connell Yard

<ul style="list-style-type: none"> • Y10 Main Stairs 	<ul style="list-style-type: none"> • O'connell Floor 2 	<ul style="list-style-type: none"> • Somerleyton Yard
<ul style="list-style-type: none"> • Y11 Main Stairs 	<ul style="list-style-type: none"> • O'Connell Floor 3 	<ul style="list-style-type: none"> • Our Lady's Yard
<ul style="list-style-type: none"> • Y12/Y13 	<ul style="list-style-type: none"> • Gabriel/Somerleyton/Briery houses 	<ul style="list-style-type: none"> • N/A - sixth form are able to take lunch breaks off-site in line with historic practice.

vi) In case of inclement weather the following "wet break" areas will be used by the various bubbles to mitigate risk.

<ul style="list-style-type: none"> • 'Wet Break' Area
<ul style="list-style-type: none"> • Y7 McAuley Classrooms
<ul style="list-style-type: none"> • Y8 Dining Room/Canopy
<ul style="list-style-type: none"> • Y9 Floor 1 Classrooms
<ul style="list-style-type: none"> • Y10 Floor 2 Classrooms
<ul style="list-style-type: none"> • Y11 Floor 3 Classrooms
<ul style="list-style-type: none"> • Gabriel/Somerleyton/Briery houses.

vii)Separate lunchtime arrangements, for each bubble area, to mitigate risk.

- Lunchtime arrangements – lunchtime supervisory staffing has been doubled during this period to manage the quick turnaround. A card system has been purchased linked to Parent Pay to avoid the use of our biometric system. Equipment and service have been reviewed internally and externally. Our Catering Supervisor and in-house
- Nutritionist are developing healthy “grab and go” options with the trust Catering lead to enable speedy service required. We have also enhanced dining space by the erection of a dining room extension (summer 2020).
- Pre-lunch handwashing prior to entering dining room using assigned facilities (see previous section).
- Y7 Bubble - 11.20-11.40 (fixed time) – always “on first lunch” given “newness” to school, “grab and go” healthy options to enable seated dining indoors (in inclement weather) and outdoors using socially distanced pic-nic tables, outdoor benches etc. which are available in fine weather. The bubble group will enter the dining room class by class with staff (in a socially distanced manner) and be seated table by table to avoid queuing. Each table will be assigned a service point (we have two service points) and each table will be invited to collect lunch and return to their assigned place to eat their lunch. Pupils will then be dismissed, table by table, in a socially distanced manner accompanied by the extended lunchtime supervisory team who will ensure all tables and seating are wiped down as each table is dismissed in preparation for the next group of students. Students will then be supervised to use their bubble handwashing and toilet facilities during their remaining lunch break in a socially distanced manner by their lunchtime supervisory team.
- N.B. There will be a discreet breakfast service for vulnerable children. There will no morning break service. Pupils/students, staff etc. have been advised to bring a snack for morning break which will take place within bubble arrangements.
- Y8 Bubble -see timetable (rotation) – rotate service each day with Y9 and Y10 – as above re. management.

- Y9 Bubble - see timetable (rotation) – rotate service each day with Y8 and Y10 – as above re. management.
- Y10 Bubble - see timetable (rotation)- rotate service each day with Y8 and Y9 – as above re. management.
- Y11 Bubble - 12.20-12.40 (fixed time) – most sixth formers choose to take lunch break off-site. Lunch is available from a satellite service point. They are able to take lunch in post-16 buildings. A socially distance queuing system will be in operation.
- Y12 and Y13 Bubble - 12.20-1.20 (fixed time and lunch available from satellite food station for those who post-16 students who take lunch in school).

viii)The use of “remote” learning programmes to mitigate risk.

- To give two examples: the development of “remote” chaplaincy programme and remote spiritual development opportunities autumn term 2020 to mitigate risks linked to large gatherings. Mr. Harrison (KS3 RE Co/Chaplain) is co-ordinating and “remote” cultural, social, health and personal development opportunities within school to mitigate risks linked to elements of the external educational visit programme. Mrs. Robinson (EVC) is co-ordinating.
- Development of video and audio recording using “planet e-stream”.

ix)The reduction of movement of students by bubble arrangements to diminish risk.

- Post-16 classes will commence at 9.00am and finish at 3.20pm. Students will be expected to undertake self-directed study. Post-16 will classes will be taught in the following post-16: The Briery, Gabriel House and Somerleyton House in a Y12/13 bubble (see page 6). Post-16 students will be required to move across their assigned areas.
- Each Year group bubble will be allocated classrooms to prevent student movement around the building. Movement of students will be substantially curtailed by this arrangement of specific spaces for each year group. This is a key element of risk management.
- Admin. staff, student support staff and pastoral team will be centralised and permitted to cross bubbles when necessary. This will be restricted and infrequent as we have managed to deploy key pastoral and support staff to bubbles. Admin. and support staff have been deployed to single offices in virtually all cases to mitigate risk. We are fortunate in having lots of individual offices rather than large office spaces. Staff have been made aware of physical distancing in any public space regularly since March 23rd 2020. This is on-going and combined with additional cleaning regimes.

x)Subject specific risk mitigation.

Art (summary adaptation).

- KS4 and KS5 examination classes are allocated a fixed, specialist Art room, not used by any classes other than the specific examination class, and their own personal equipment.
- KS3 Art will be in classrooms and will be based on pen/pencil drawing only and no use of paints.
- KS3 students are expected to provide their own pencils for drawing but equipment can be provided for those in need.

Science (summary adaptation).

- No practical lessons for students will take place during the bubble arrangement.
- Staff will make pre-recorded video or use commercial recording of experiments to illustrate when required.
- All lessons are taught in a classroom during covid-3.

Music (summary adaptation).

- Practical lessons involving singing or instruments will not take place during covid-19 (stage 3).
- Lessons will involve listening and critical appraisal of music
- Staff will make pre-recorded video/audio or use commercial recording/audio to illustrate when required.
- All lessons are taught in a classroom not a music room.
- Peripatetic lessons will take place either remotely or in a socially distanced manner with use of instruments that are covid-safe.

Technology (summary adaptation).

- Practical lessons in a workshop will not take place for students during covid-19 (stage3) as all lessons will be taught in a classroom.
- Some practical lessons can take place without specialist machinery eg. using paper or card etc. within the classroom
- Staff will make video/audio recordings or use commercial recording of technology processes to illustrate when required.
- Food (summary adaptation).
- Practical lessons within Food Technology cannot take place during covid- 19 (stage 3) as all lessons are taught in classrooms.
- Staff will make video/audio recordings or use commercial recording of food preparation to illustrate when required.

<p>ii) Targeted intervention for identified small groups – Who? What? When?</p>	<p><u>ii) Targeted intervention.</u></p> <ul style="list-style-type: none"> Ms. Britton (KS3/4) and Mrs. Smith (KS5) have RAG rated every pupil/student in terms of pupil/student management of remote learning during lockdown to ensure targeted intervention. They have, in consultation with pupils/students, established which aspects of work are on track and nay areas where they have had difficult managing the work and the reasons for this. This will inform the general mentoring programme which Mrs. Lanaghan co-ordinates annually with pastoral leaders. Mr. McDonagh has been working with Subject Leaders to ascertain subject specific issues to enable departmental level intervention to begin in September 2020. This two - pronged approach will be co-ordinated by the Deputy Headteachers. It will be complimented by the Teach First, trust-wide mentoring programme, co-ordinated by Mrs. Ward. Subject specific intervention will take place at class level, in specialist (period 6) activities for examination classes and in Y11 immersion days in key subjects such as Mathematics and English. General mentoring for students having difficulty across a range of subjects will involve supporting students to set smart targets for each half term, manage their workload, further develop study skills and examination skills as well as boosting confidence and raising aspiration in an individualised one to one mentoring approach. Intervention for examination groups 2021: Commence late September 2020 (after-school) ie. 3 months earlier than usual. Subject teams as stated earlier are defined intervention cohorts and the traditional mentoring programme will be supported by the use of Teach First students and SCITT students. Risk will be managed by physical distancing and remote connectivity.
<p>iii) Additional support for SEND/DA and identified groups – Who? What? When?</p>	<p><u>Section 2 Provision.</u></p> <p><u>iii) Additional support.</u></p> <ul style="list-style-type: none"> Mrs. Dugdale has ensured additional support for SEND students and she has undertaken a Risk Assessment for each of the 108 SEND students working with a small number of Higher Level Teaching Assistants. A number of vulnerable SEND students have been attending school during lockdown, particularly if they or their parents have shared difficulties managing work at home. Y7-13 vulnerable and SEND students will continue to receive additional support both within school and via external tutoring programmes, as appropriate. Vulnerable children have been supported by the pastoral deputy and pastoral staff during “lockdown”. All students (Y7-13) are being RAG rated in terms of how they have managed home-school learning to enable general identification of need for September. Subject teams have identified subject specific needs for September 2020 to inform varied interventions suited to both individuals, small and large groups. The home-school curriculum is led by Mr. McDonagh and Subject Leaders. This team have been assessing the subject specific engagement with covid-related home-school learning of the pupils/students studying within their department prior to organising subject specific intervention September 2020 to manage the impact of “lockdown”.

iv) Online/home learning, face to face or blend? – What will be focus of online learning? How will it be delivered?

- Continue to build the capacity to provide quality online learning; offering immediate remote education should local/national lockdown occur. This will ensure students educated at home have full remote access to the curriculum offered by the school. All staff will engage in regular CPD to secure the ‘digital arm’ of the school’s provision. The school will provide support to parents and students who may not be digitally literate.

Section 2 Provision.

iv) On-line/home learning and live streaming.

- Mr. Ratcliffe supports staff, pupils/students and parents (some of whom have contacted the school with regard to IT advice). Staff within departments are currently further developing remote learning, virtual learning environment, planet e-stream, audio and video usage etc. **to minimise risk.**
- The remote curriculum to remain in place to enable individuals shielding, individuals who may be isolating for 7-14 days and any issues linked to possible “local lockdown” to be managed as and when they occur.
- The academy continues to invest in staff training and development linked to audio and video recording in line with teaching and learning developments, virtual learning environment priorities, safeguarding and GDPR requirements etc. **The key developments with the home-school curriculum are the increased use of audio and video within the remote curriculum and covid-related adaptation to schemes of learning to practical subjects eg. no contact sports within PE. Effective long-term pre-covid use of an academy virtual learning environment using the Frog platform with accompanying support for pre-recorded video via planet e-stream.**
- Online resources eg. Accelerated Reader, Hegarty Maths, Sam Learning, GCSE Pod, etc. **All of these resources** are an on-going investment in core activities, extension activities, revision activities etc. which are selectively used by different department to support subject specific learning.
- Key staff continue virtual learning platform development linked to audio and video recording in line with Safeguarding and GDPR requirements. This is a priority for staff development for some colleagues beyond the existing pilot groups **spring/summer 2020. All teaching staff are developing two remote learning exemplars prior to summer break and five for September 2020. This is being co-ordinated by Ms. Wallis with technical support for staff and leaders from Mr. Ratcliffe. This ensures that risks associated with a number of activities requiring practicals/close contact eg. science experiments, demonstrations in Technology or PE, technique demonstrations in Art, tackling a mathematical problem etc. are available to staff and students in our increasing bank of video and audio clips.**

<p>v) Live streaming in classroom?</p>	<p><u>v). Live streaming in classroom.</u></p> <ul style="list-style-type: none"> • The use of live streaming is currently purely with post-16 students via tutorial. • The academy is investigated some live streaming, compliant with safeguarding requirements, and investing in relevant equipment eg. headphones. • Encouraging staff to deliver additional audio and visual accompaniment to existing materials prior to the summer.
<p>vi) New Y7 and Y12 cohort arrangements.</p>	<p><u>vi) New Y7 and Y12 cohort arrangements.</u></p> <ul style="list-style-type: none"> • Work is being undertaken to check access and connectivity again for every child in every year group including the new Y12 and Y7 as of September 2020 and all new staff as of September 2020 incl. trainees. • Transition arrangements are in place for Y7 and Y12. Mrs. McGann leads on Y7 transition and Mr. McDonagh and Mrs. Charlton (Y11), Mrs. Smith (Director of Sixth Form) and Mrs. Brown (Y12 2020-21) on transition from Y11-Y12. The transition arrangements for Y7 have included in summary an on-line package of materials (available on twitter and on the website) and a series of five FAQ pre-recorded videos about particular aspects of school life. The transition co-ordinator has also made contact with the 42 primary schools, who send Y7 students to the academy, to ensure the smooth transition of available hard and soft data. Mr. Martin is organising a Y7 baseline assessment using Durham University CEM centre MiDYis (Middle Years Assessment system) in line with practice since 1997 to ensure that decisions are based on a number of hard and soft data sources. • A video is being produced early in the new academic year linked to applications to Y7 September 2021 which close October 31st 2020 to avoid large gatherings of parents. Similarly, parents will receive the usual data reports termly as unfortunately the face to face Parents Evenings are not currently possible given the level of risk linked to large gatherings. Pastoral Leaders will be contacting parents to ensure home-school connections remain strong at the usual date of the parents evening to seek parental feedback and offer staff feedback as required. The academy has ensured that despite the lockdown all Y11 and Y13 leavers receive their academy awards and certification despite the cancellation of large awards gatherings (summer term 2020). • Full information is available on the academy website (Y7) and the sixth form website (Y12). Transition FAQ videos for Y6 pupils and families are also available.
<p>vii) Pastoral Support.</p>	<p><u>vii) Pastoral Support</u></p> <ul style="list-style-type: none"> • Mrs. Lanaghan leads the pastoral support programme working with pastoral leaders. • Particular support packages are in place throughout the various stages of covid-19 provision for the most vulnerable as well as general support and advice particularly around well-being for the whole cohort. The pastoral team have

been assessing using a RAG rating how every child has managed covid-related learning to date prior to developing the intervention groups for September 2020 c. 1,500 students.

viii) Additional requirements.

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- Examinations: Curriculum leaders, our Examination Officer and our subject teams are constantly monitoring the publication of any proposed changes to examination dates, examination practice and procedure and examination content by Ofqual and examination boards. A series of examination questions have been raised with Schools North East to spark local and national debate.
- Results Day and Registration Day: Arrangements are being put in place to manage Results Day e-mails and virtual Registration for sixth form and any issues arising August-September 2021 to manage risk. GCSE (Y11) and A level (Y13) students will receive a letter providing them with a password for use when they receive their examination results via their academy e-mail from 8am on Results Day. Virtual Registration has been developed to enable students to register remotely, for those who have met entry requirements to “proceed” and for the small number who may not have achieved the requisite requirements to receive telephone support, advice and guidance from the post-16 team to enable them to proceed to a suitable course. The virtual Registration system (in line with the established virtual application system dating from 2018) is operated via Frog learning environment and is accessed by stakeholders via the post-16 website to minimise risk.
- Further adaptation to policies to manage further changes to policy linked to covid-arrangements as of September 2020. This is being undertaken by SLT and support staff.
- Continued close monitoring of school and trust level key performance indicators by curriculum and pastoral leaders at middle and senior management level.

Actions/additional information:

- Potential mental health and well-being issues have been addressed at every different stage and will continue to be addressed by a large, successful chaplaincy, pastoral and pupil support team led by senior pastoral staff.
- Staff and student well-being issues are addressed by providing lots of notice of timetable changes and meetings, limiting the length of staff meetings/student activities (particularly remote meetings/activities), providing realistic deadlines, providing students/staff with planners/calendars and handbooks at the start of the year which plan events for the whole year so that students and staff with family commitments can

effectively plan their schedules, ensuring flexibility and adjustment for all students/staff. Ensuring students/staff have ownership of their work/area of responsibility, that policies lived to well-being are a “lived experience”, that everyone is “known” and affirmed at all times being positive and celebrating success within the community by culturing a “climate control” environment at all levels from governance to small teams.

- This is an issue because of the scale of the post-16 operation. There are for example three classes of A level Chemistry in Y12 and three in Y13 before even considering the other post-16 options eg A level Chemistry, A level Biology and A level Applied Science as well as GCSE triple and double Science classes in Y10 and Y11. Science subject leaders, along with curriculum leaders, have considered how practical assessments could be delivered in term 2, if required. This will be a concern if there is no return to normality January 2021 and further timetable reorganisation will be required for term 2. Subjects such as Music, Technology and Art with a large practical element, and subjects with a sizeable practical component such as Science, are considering modification to timing and delivery of practical components whilst always being cognizant of potential information from OfQual, and examination boards, providing other alternatives/options. In subjects where students could possibly keep their own materials eg. Art, modification is being considered. **The academy is considering employment of a temporary part-time term-time only additional Technical support in Art/Technology to prioritise the safe management of equipment and provide additional cleaning of materials.**
- Staff training days have been re-organised to manage the covid-related changes and covid-related CPD. The curriculum leaders and department staff have considered the management of Y11 Technology GCSE 2020-21 and made some adaptation. The management of Music, Art and PE have also considered with their staff necessary covid-adjustments to enable mitigation of risk.
- The school will continue to provide hard copy resources, such as textbooks and workbooks, for pupils who may fall into the small group of students who at any one time may no longer have suitable online access. Pastoral headteacher and ICT technical staff staff will continue to monitor students’ access to laptops, tablets, 4G wireless routers with appropriate sign up to BYOD (bring your own device) policy and loan agreements with on-going ICT “troubleshooting” for families where required.
- Y7 groups taught in three very broad bands (known as Walsingham, Fatima and Lourdes).
- The use of primary and secondary baseline assessment, Y7 MidYis, reading age assessment etc. to both plan groups for changes which may be required as more internal and external data become available.
- Y10 and 11 subject specific and general assessment via RAG and students and staff feedback regarding concerns, areas for development etc.

	<ul style="list-style-type: none"> • Y12 into13 provided with extensive summer revision resources in preparation for potential low stakes baseline assessment mid/late September. • Educational Visit programme is being reviewed by EVC for potential issues linked to traditional annual programme (Mrs. Robinson). External advice is being sought from Derwenthill Outdoor Activity Centre regarding risk assessment for educational visits during the covid-3 era to ensure risk is attenuated. • Music Peripatetic classes to continue in a different venue. This is being investigated and the department have a draft delivery plan which is being firmed up to allow lessons to continue in a physically distanced or remote way to minimise risk. <p>On-going remote events eg. virtual Music and PE competitions, local and national events such as World Class School Symposium. Further development of a strong twitter presence to raise the profile of such activities and opportunities. The continued “pump-priming” of raising aspiration and enrichment of vulnerable students via the bespoke use of Pupil Premium funding to support a range of activities and equipment eg. music tuition, additional revision materials etc. All activities to be delivered in a physically distanced way or via home-school learning.</p>
<p>3. Curriculum.</p> <p>Consider:</p> <ul style="list-style-type: none"> • How will the curriculum be organised/adapted to ensure knowledge gaps are closed and 	<p>Additional costs:</p> <ul style="list-style-type: none"> • Reduction in costs re. examination entries c. 20K? • Increase in coast of ICT equipment, licenses etc. to enable staff to enhance the remote curriculum and students to access high quality resources and equipment TBC. <p>• Total: TBC</p> <p>Mr. McDonagh (Deputy Head), Mrs. Taroni (Examination Officer) and Subject Leaders are leading on this area of responsibility. Follow guidelines from Ofqual with regards to the various examination series 2020-21 and changes to specifications for external examinations. Schemes of learning include a shared calendar include continual formative and summative assessment to monitor progress and achievement.</p>

<p>key groups such as Y11/13 are examination ready?</p> <ul style="list-style-type: none"> • Ensuring that essential knowledge and key skills are remembered. • Auditing at individual level subject needs. Which students may struggle to complete syllabus Y11/13? How could the timetable be adapted? • Addressing potential issues concerning the mental health and well-being of students/staff. 	<p>“Mock” examination series in December 2020 for Y12 and Y13 and January 2021 for Y11 will take place in the hall in a socially distanced manner (1.5 metres) with no impact upon rooming and the usual impact upon teaching time. This will be a paper assessment and we will consider DfE guidance with regard to assessment valid at the time and will replace by remote assessment, if the usual practice is not feasible.</p> <p>This will be supplemented with the usual calendar of assessment in class and to prepare for possibility of any possible “blended” examination approach to 2020-21 examination series – awaiting further information from Ofqual and examination boards.</p> <p>We await further hygiene advice from DfE with regard to marking of books, papers etc.</p> <p>If a class, area of the academy or the whole academy goes into “lockdown” the home-school learning and assessment programme will be fully resumed by all staff and students impacted.</p> <p>Feedback will take place via a variety of methods both on-line and in person.</p> <p>Formative and summative assessment, adapted to circumstance, will allow teachers to gauge students’ progress and achievement through traditional methods.</p>
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<ul style="list-style-type: none"> • The completion of practical assessment. 	
<p>4. Assessment. Consider:</p> <ul style="list-style-type: none"> • Will students be assessed on return to school? If so who? How? When? • Frequency of formative and summative assessment for each year group. • Mock exam. series for Y11/13 • Where assessment will take place? – reduce impact on curriculum delivery time. • Online or paper assessment? • Marking and feedback 	
<p>5. Deployment of Teach First students. Consider:</p>	<p>Mrs. Ward is leading on this area of responsibility. Teach First MFL x 2 x 1 are joining coming to St. Anthony's in September 2020. They will have 60% of an NQT timetable in St. Aidan's, 20% in primary contact and 20% mentoring.</p>

<p>i) Mentoring – what does this look like? How will it happen to ensure biggest impact?</p> <p>ii) Identification of cohort – Who? Why?</p> <p>iii) Impact and evaluation process</p> <p>iv) IIT contact ratio</p> <p>v) Involvement in planning and supporting online learning</p> <p>vi) Elective curriculum and use of technology to stream.</p>	<p>They will join 10+ SCITT/ITT students following different training pathways and 24 Teach First students being employed across the trust.</p> <p>One Teach First MFL student will be employed to cover a maternity leave within the department and the academy is funding the cost of this student as well as making a substantial contribution to the loan required for the project until monies received from the government for intervention tuition are received.</p> <p>The school has a strong track with both professional tuition (Mrs. Samantha Ward) and careful selection of mentors as attested by Carmel Durham University, University of Sunderland etc.</p> <p>The intervention cohort will be identified by the pastoral deputy working with key stage leaders (general concerns) and the curriculum deputy and curriculum leaders (subject specific concerns).</p> <p>The success of the scheme will be monitored by various academy monitoring strategies eg. baseline assessment, measurement of general and subject specific progress across defined periods of time, student feedback, staff feedback etc.</p> <p>The deployment to Teach First staff to Key Stage 2 will be delayed until after October half term due to allow primary schools to recover post-lockdown and to Teach First staff to acclimatise.</p> <p>Mini- placement at St. Aidan’s to gain experience of boys’ education.</p> <p>Join an established mentoring team to raise aspiration, provide one-to one and small group support both in terms of general and subject specific progress and achievement. Use Teach First skill set to support department and whole school on-line learning by providing opportunities for Teach First students to share subject specific expertise and pedagogy which could enhance teaching and learning via a trust wide “Teachmeet” opportunity as part of a small number of trust wide events for this group of staff and their colleagues. This likely be “on-line” for the foreseeable future.</p> <p>The trust Teams will provide a forum for the Teach First group and there may be the opportunity to create a Schools North East ConnectEd group.</p> <p>60% secondary 20% primary and 20% mentoring – contact time.</p> <p>Teach First will work with two key secondary groups:</p> <p>St. Anthony’s staff who have additional non-contact time linked to the Teach First programme can also provide small group work subject based intervention/mentoring within and external to class as required.</p> <p>MFL teachers who are ‘freed up’ by Teach First teachers can continue to support the delivery of KS2 MFL which is very well established, and long-standing practice within in Monkwearmouth Catholic Partnership.</p> <p>Teach First group can support the delivery of home-school learning.</p>
<p>6.CPD implications.</p>	<p>6.CPD Implications.</p> <p>i) Immediate and longer term CPD needs for staff.</p>

<p>i) Immediate and longer term CPD needs for staff – teaching and learning</p> <p>ii) Online/ use of technology</p> <p>iii) Differentiation in a mixed ability classroom Y7</p>	<p>Ms. Wallis is leading on CPD.</p> <p>Our external staff CPD plan, led by Ms. Wallis, will involve on-line participation in Diocesan programmes, NPQ accredited programmes, Schools North East events and Schools North East Connect Ed platform, relevant courses for support and admin. staff etc. depending on individual development needs.</p> <ul style="list-style-type: none"> • The staff CPD programme from September 2020 will re-visit differentiation within a mixed ability classroom (Y7).
	<ul style="list-style-type: none"> • Mrs. Lanaghan is leading on this area of responsibility. • Expectations will be communicated to parents and students prior to phased opening in “Information for parents – return to school September 2020” and “Information for students – return to school September 2020”. • Students will be encouraged to walk or cycle where possible. • Public Health England recommendation of 2 metre social distancing. If this is not possible on public transport, students aim for 1 metre social distancing, avoid physical contact, face away from others and limit time spent with others in confined spaces. • When traveling on public transport students should wear face coverings, minimise the surfaces they touch and maintain two metre distance from others. One metre if two metre is not possible. • If parents drop students off by car they are encouraged to drop their daughter off at a distance from the academy and undertake the last part of the journey on foot to prevent traffic at the entrance. • Specific gates will be allocated for students entering and exiting each bubble. • Staff supervision of entry and exit and staggered exit and entry has been built into the timetable. • All students will wash their hands for at least 20 seconds on arrival and use the hand washing and sanitising facilities regularly throughout the day.
	<ul style="list-style-type: none"> • Each bubble has been assigned an outdoor space. Year group external spaces are very familiar to

<p>vii) The cohort/bubble arrangement.</p>	<p>students already at the school. We have been gradually equipping them over the years with seating and pic-nic benches.</p> <ul style="list-style-type: none"> • Bubble induction will occur in a phased way as students return to school in year groups September 2020. • Classrooms will be cleaned, materials stored away, as appropriate etc. prior to September using advice from THT (Teesside Hospital Trust). • A covid 3 plan re. hand washing facilities and hand sanitiser stations and relevant ordering of consumables and kit. • SEND students will be identified within each bubble and allocated appropriate HTLA/TA support. • Additional bins have been provided, and more will be provided, as we upscale provision for September. • Signage will be reviewed in preparation for September Covid 3 arrangements. • Mr. McDonagh leads on the bubble arrangements for Y7-13 ie. 1500 students and 150 staff. • Subject Leaders to ensure that classrooms will be cleared of non-essential items prior to the re-opening of the school in September. • Items must go into classroom cupboards, storage areas etc. • The clean desk policy revisited for staff and students. • One -way system in corridors and particular staircases for particular bubble groups. • A lunchtime rota for Y7-11. • Investigation of provision of lunch for Y12/13 at alternative venues. • See section 1 for additional costs. These are yet to be confirmed.
<p>viii) Travel to school, arrival and exit.</p>	<ul style="list-style-type: none"> • Use of a variety of methods to share key messages eg. “school comms”, academy website, academy twitter, letters etc. • Headteacher to communicate plans to key stakeholders eg. parents, staff and governors in writing.

	<ul style="list-style-type: none"> • Headteacher to lead a briefing and offer a written Q and A opportunity following the briefing during the last week of term (Monday) to capture any queries or concerns. • Staff to share information with professional associations, trades unions etc. at school level. • Reminders to stakeholders of the current arrangements regarding testing. • Update of website “covid” section and policies documents requiring covid 3 adjustment by Headteacher and SLT. 	
	<ul style="list-style-type: none"> • Mrs. Collins is leading on this area of responsibility. • Fire Alarm testing is undertaken weekly by Premises/Technical staff (Mr.Callaghan and Mr. Hodgson). • Legionella checks are carried out by Mr. Hodgson. • Lift inspections are carried out by Corona. • PAT testing is carried out by Mr. Oliver (and will be reviewed during the summer). • Key services are maintained by premises (Mr. Hodgson and Mr. Callaghan) and IT staff (Mr. Rushton and Mr. Oliver). • Review of the above is on-going by Mrs. Collins. • The academy has not been “closed” and has remained open throughout the lockdown which began on March 23rd 2020. 	
	<p>Under review in light of Covid-3 arrangements. McDonald Martin to undertake complete fire risk assessment early September.</p>	
	<p>All First Aid staff have had certification checked and renewed , despite HSE extension.</p>	
<p>Learning Space. Consider:</p>	<p>All cleaning staff have undergone additional training with THT (Teesside Hospital Trust).</p>	

<ul style="list-style-type: none"> • How classrooms, dining halls, corridors, outdoor spaces will be organised • Additional rooms needed and associated costs 	
<p>Health and safety. compliance checks: Consider:</p> <ul style="list-style-type: none"> • Fire alarm testing, legionella checks, passenger lift inspections, repairs, servicing of equipment or PAT testing? • Check if the boiler and heating, utilities, and internet services are working. <p>Have the appropriate services (eg Asset management) been informed early enough about reopening? (especially if the school</p>	<p>Lunchtime supervisory hours will be doubled to provide for a staggered lunch arrangement. Induction and training in place for this team during the last week of summer term.</p> <hr/> <p>Additional cleaning hours are being sought to ensure day-time cleaning is on-going and extended to meet increased demand and that specialist areas have additional cleaning regimes in place.</p>

building has been closed for a period of time)	
Fire procedures.	<ul style="list-style-type: none"> • At present we have two staff members in the red category who are shielding until August 1st (one full-time member of the teaching staff and one member of the cleaning team). • We have two staff members who are shielding due to members of their household who are in the red category. One of this group is retiring this summer and the other is a part-time member of the teaching team who is usually deployed purely in a post-16 capacity.
First Aid.	<ul style="list-style-type: none"> • All staff who are “red: and/or are living with someone in their household who is “red” ie. shielding has been contacted and a full Risk Assessment undertaken prior to return to work (September 2020).
Cleaning and hygiene.	<ul style="list-style-type: none"> • N/A
Cleaning and hygiene. Lunch and break arrangements.	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> •
Organisation of staffing in school//use of shielded staff if applicable.	<p>On-going, covid-delayed work, to develop a dining room extension which is due for completion early September. This work is separate from the operational school. It is being co-ordinated by Mr. Ratcliffe.</p> <ul style="list-style-type: none"> • Additional supply list in preparation and being co-ordinated by Headteacher. • Additional hours list in preparation and being co-ordinated by Headteacher. • Review of post-16 food service on-going with key school staff and Rob Bullock (Trust Catering).
Additional staff needed and associated costs.	<ul style="list-style-type: none"> • To staff w/b 13th July 2020 • To parents w.b 13th July 2020 • To Governing body w/b 13th July 2020 <ul style="list-style-type: none"> • To Directors 16th July 2020

Additional staff needed and associated costs - Transport.	N/A
Contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers.	
Communication	
Additional information	