

# Quality First Teaching, Access and Inclusion: A Tiered Approach

2020-2021

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### Our approach to Pupil Absence and Local/National Lockdown

Short Absence (Symptoms – Negative Result)	Longer Absence (Positive Result/Quarantine for travel/track and tracing etc.)	Bubble closure/Local Lockdown/Tier 4
<ul style="list-style-type: none"> <li>• Day 1 website list and tasks for completion. From day 2, paper-based and online video learning materials across the curriculum for the equivalent of a full timetable to be distributed using the academy's known method e.g. online learning platform, email, paper based resources via post, collection, hand-delivery</li> <li>• Frequency of KIT phone calls from academy staff (class teacher wherever possible) re: safeguarding, well-being, academic progress to correlate with <b>minimum</b> frequency detailed below, but will be more often wherever possible.</li> <li>• All completed work to be returned to the academy               <ul style="list-style-type: none"> <li>i. On swift return following negative test result</li> <li>ii. Via drop-off, post or collection in the event of a longer absence (quarantined) if using paper packs</li> <li>iii. If using class dojo, work to be posted via portfolio daily</li> </ul> </li> <li>• In the event of a positive test result of a pupil, whilst the above provision would</li> </ul>	<ul style="list-style-type: none"> <li>• Learning materials (paper-based and/or online depending on the academy's most effective approach and the context and accessibility of the child(ren) concerned) to be distributed/shared to cover the full curriculum for the equivalent of a full timetable for the period of absence</li> <li>• Wherever possible, child(ren) to be provided with a device to access learning/resources remotely</li> <li>• Content of the learning materials to ensure progression through the curriculum aligned with               <ul style="list-style-type: none"> <li>i. Teacher's planned curriculum content</li> <li>ii. Age/stage appropriate, progressive curriculum content from alternative DfE recommended source e.g. Oak National Academy</li> </ul> </li> </ul> <p>Frequency of KIT phone calls from academy staff (class teacher wherever possible) re: safeguarding, well-being, academic progress to correlate with <b>minimum</b> frequency detailed below, but will be more often wherever possible.</p>	<ul style="list-style-type: none"> <li>• Provision for key worker and critical worker pupils to mirror the progressive, curriculum detailed below but delivered within the academy</li> <li>• Learning materials (paper-based and/or online depending on the academy's most effective approach and the context and accessibility of the child(ren) concerned) to be distributed/shared to cover the full curriculum for the equivalent of a full timetable for the period of absence</li> <li>• Wherever possible, child(ren) to be provided with a device to access learning/resources remotely</li> <li>• Content of the learning materials to ensure progression through the curriculum aligned with               <ul style="list-style-type: none"> <li>i. Teacher's planned curriculum content</li> <li>ii. Age/stage appropriate, progressive curriculum content from alternative DfE recommended source e.g. Oak National Academy</li> <li>iii. Use of pre-recorded and/or live lessons</li> </ul> </li> <li>• Frequency of KIT phone calls from academy staff (class teacher wherever possible) re: safeguarding, well-being, academic progress to correlate with <b>minimum</b> frequency detailed below, but will be more often wherever possible.</li> <li>• Socially distant home visits to take place where vulnerability RAG rating determines these necessary.</li> </ul>

<p>remain, completion of the above would not be expected whilst the child is unwell</p> <ul style="list-style-type: none"> <li>In the event of a positive result of a family-member which results in quarantine but the child is well, academies will prepare immediately for longer absence</li> </ul>		<ul style="list-style-type: none"> <li>Teachers continue to plan for the delivery and assessment of a progressive curriculum using the guidance above</li> </ul>	
<b>Minimum Frequency for KIT Phone Calls</b>			
<b>EHCP, CP</b>	<b>CIN</b>	<b>Early Help, wider vulnerable</b>	<b>All other</b>
Daily	Every 2 days	Every 3 days	Weekly

## Remote Education

**Remote Education Lead:** Mrs Laura Niemczyk

We use a combination of the following approaches to teach pupils remotely:

- live and/or recorded teaching delivered by academy staff
- high-quality curriculum resources or videos such as commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- printed paper packs including supportive prompts and scaffolds produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- long-term project work and/or internet research activities

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents to support those pupils in the following ways:

- Provide individualised videos and paper activities for the children if required
- Making reasonable adjustments to tasks; setting high expectations for each individual
- Liaising closely with agencies involved to continue to provide support
- Having staff available each day to support learning
- Use motivating rewards to engage children in learning

## Study Time

Each academy will share a timetable via class dojo and academy website.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS	Key Stage 1	Key Stage 2
Up to 3 hours	3 hours	4 hours

- Wherever possible, pupils should follow the structure of the academy's suggested timetable which will accompany the remote education resources

Example of KS2 timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Early Morning work					
Lesson 1	Maths	Maths	Maths	Maths	Maths
Break					
Lesson 2	English	English	English	English	English
Lesson 3	Spelling/Handwriting	Spelling/Handwriting	Spelling/Handwriting	Spelling/Handwriting	Spelling/Handwriting
Lunch					
Lesson 4	Reading	Reading	Reading	Reading	Reading
Lesson 5	Curriculum (including word aware)	Curriculum (including word aware)	Curriculum (including word aware)	P.E	Jigsaw (including word aware)
End of day					

- Pupils must take regular breaks between periods of study as they would when attending the academy in person

### Online Remote Education

Wherever possible, pupils will be provided with a device to access learning/resources remotely. Please find our learning platforms below:

- [Class dojo](#)
- [Doodle maths](#)
- [Doodle English](#)
- [Active learn](#)
- [Ten towns](#)
- [Nessy](#)
- [Phonics Play](#)
- [Purple Mash](#)
- [Myon](#)

### Paper-based Remote Education

Learning materials will be shared to cover the full curriculum for the equivalent of a full timetable for the period of absence. Distribution and return of these resources will be in accordance with the local and national restriction/tier guidance at that time. This process will be communicated clearly by staff each time.

### Engagement and Feedback

We use a combination of the following approaches to monitor engagement, gauge pupils' progress and provide regular feedback:

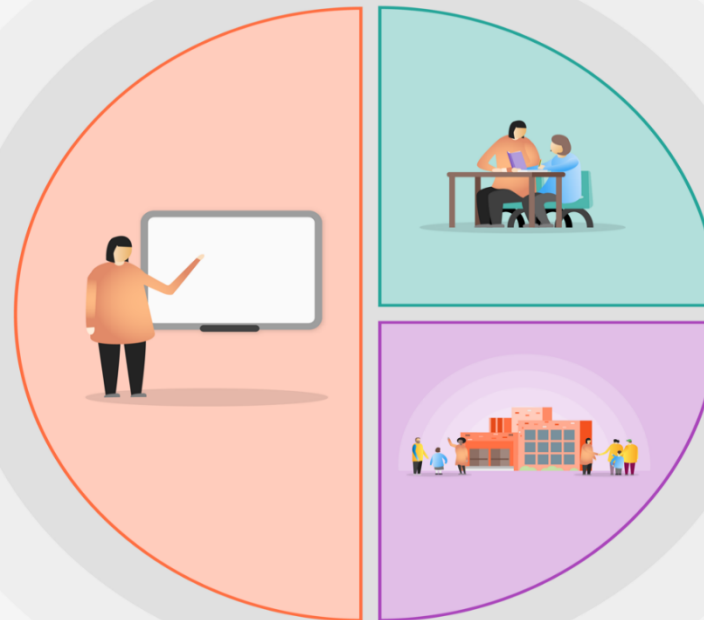
- Phone calls at least weekly
- Ongoing communication via online platform(s) listed above
- Live and/or pre-recorded feedback using videos, demonstration clips or sequences
- Whole class feedback where appropriate
- Written feedback where appropriate

## EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED



### 1 Teaching

- Quality First Teaching supported by evidence based CPD for teachers and support staff.
- A peer-support model to help embed and sustain research-based teaching strategies.
- A broad and engaging curriculum that focuses on building on skills acquisition
- Whole-class reading approach underpinned by clearly defined formative assessment practices.
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Development of a Maths Mastery approach supported by Maths No Problem



### 2 Targeted academic support

- Same-day in-class intervention.
- Phonics and spelling intervention through RWI programme.
- Specific intervention programmes led by both Teachers and Teaching Assistants.
- Baseline assessments to ensure gaps are closed through targeted QFT, skills and knowledge.

### 3 Wider strategies

- PE taught by specialist sports coaches
- Extensive outdoor learning provision.
- A rich PHSE programme, including Jigsaw recovery unit
- Safeguarding team to support vulnerable pupils
- Language/ Vocabulary rich environment and curriculum.

Primary Diagnostic Assessment Overview September 2020-July 2021				
Year Group	What?	When?	How?	Aims
NUR	Teacher assessment using information from parents, previous settings (if attended) and observation of child within the nursery environment using development matters age bandings (birth to 3, 3-4 year olds, Reception children)	Teacher assessment data submission termly and ongoing formative teacher assessment	Using termly data input and teacher knowledge, look at gaps in learning to plan accordingly	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> </ul>
REC	Teacher assessment using information from parents, previous settings/class (if attended) and observation of child within the nursery environment using development matters age bandings (birth to 3, 3-4 year olds, Reception children)	Teacher assessment data submission termly and ongoing formative teacher assessment	Using termly data input and teacher knowledge, look at gaps in learning to plan accordingly	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> </ul>
Y1	GLD criteria moving into Year 1 objectives  Phonics screen check	Half termly  Termly tracking of phonics scores	Using latest data information (both formative and summative), establish strengths and gaps in learning	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> <li>Pupils to continue to make progress within GLD or Year 1 objectives</li> <li>Children to make progress towards securing phonics pass score</li> </ul>
	Phonics Screening Check	By end of autumn term, children to complete	Using your existing diagnostic phonics	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> </ul>



Y2		phonics screen. Children that did not pass continue with phonics phase 5 teaching	assessment materials	<ul style="list-style-type: none"> <li>Children to make progress in phonics scores</li> </ul>
	End of KS1 EXS+ Reading, Writing (including Grammar) and Maths	Termly use of KS1 SATs papers as summative assessment of progress	Use summative analysis alongside formative assessment knowledge to plan for gaps in learning	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> </ul>
Y3	Phonics Screening Check re-take for pupils who did not reach the standard in Year 1	<p>By 21.09.20</p> <ul style="list-style-type: none"> <li>% of children at the equivalent of phonics screening check 'Working At' reported to REDs by 21.09.20</li> </ul>	Using your existing diagnostic phonics assessment materials	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> <li>Pupils who were expected to pass Phonics Screening Check re-take to have met this standard by the end of Autumn 1.</li> </ul>
	End of KS1 EXS+ Reading, Writing (including Grammar) and Maths	September onwards	Using teacher/TA copies of 2019 KS1 SATs papers and EXS descriptors as working documents, undertake diagnostic formative assessments throughout general provision in order to identify aspects of EXS criteria needing to be prioritised. Continue to underpin skills as curriculum progresses to Y3 objectives Use NTS tests for Y3 to support tracking of progress	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> <li>Pupils who were expected to achieve EXS+ to have met this standard by the end of Autumn 1.</li> <li>Children continue to make progress through the Year 3 curriculum</li> </ul>
Y4	Reading, Writing (including Grammar) and Maths	September onwards	Using teacher/TA copies of your individual Y3 Summer 2019-20 assessment materials as working documents, undertake	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> <li>Pupils who were expected to be operating at 'age related' to have met this standard by the end of Autumn 1.</li> </ul>

			<p>diagnostic formative assessments throughout general provision in order to identify aspects of 'age-related' criteria needing to be prioritised. Continue to underpin skills as curriculum progresses to Y4 objectives. Use NTS tests for Y4 to support tracking of progress</p>	<ul style="list-style-type: none"> <li>• Children continue to make progress through the Year 4 curriculum</li> </ul>
Y5	Reading, Writing (including Grammar) and Maths	September onwards	<p>Using teacher/TA copies of your individual Y4 Summer 2019-20 assessment materials as working documents, undertake diagnostic formative assessments throughout general provision in order to identify aspects of 'age-related' criteria needing to be prioritised. Continue to underpin skills as curriculum progresses to Y5 objectives. Use NTS tests for Y5 to support tracking of progress</p>	<ul style="list-style-type: none"> <li>• Diagnostic assessments used to inform planning and additional support.</li> <li>• Pupils who were expected to be operating at 'age related' to have met this standard by the end of Autumn 1.</li> <li>• Children continue to make progress through the Year 5 curriculum</li> </ul>
Y6	Reading, Writing (including Grammar) and Maths	September onwards	<p>Using teacher/TA copies of your individual Y5 Summer 2019-20 assessment materials as working documents, undertake diagnostic formative assessments throughout general provision in order to</p>	<ul style="list-style-type: none"> <li>• Diagnostic assessments used to inform planning and additional support.</li> <li>• Pupils who were expected to be operating at 'age related' to have met this standard by the end of Autumn 1.</li> </ul>

			identify aspects of 'age-related' criteria needing to be prioritised.	
	Reading, Writing (including Grammar) and Maths	Termly <ul style="list-style-type: none"> <li>All data in tracking system as per usual arrangements</li> </ul>	KS2 SATs Papers	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> <li>Diagnostic assessments used to inform review of target settings and to inform pupil progress meetings</li> </ul>

### Strategic overview

This is the overview of how we are addressing the gaps in learning caused during school closures.

Year group	English	Maths	KLP	Home learning/Blended learning – Using school website, class dojo and home learning packs.
<b>Nursery</b>	<ul style="list-style-type: none"> <li>Nursery children who have remained will continue with Phase 2 – Letters and Sounds phonics in small family group, adult led sessions – based on start of year assessments (baseline) Phase 1 to be underpinned for all – with Phase 2 extra phonics for existing children.</li> <li>Pupils will be WELLCOMM screened and interventions put in place to plug any gaps.</li> <li>Early Talk Boost will support gaps in learning.</li> </ul>	<p>Children who have remained in Nursery will participate in small group maths sessions in line with their start of year assessment (baseline). Number Blocks and Ten Town to be used as a guide line with a focus on Number.</p>	<p>Following new Development Matters (Early Adopter School)</p>	<p>On day 1 of absence: Staff in the class will send a video for the children outlining that they are missing them and will be sending work home the following day. A list of activities both on and off line will be sent for the child to access, consolidating previous learning. Blended learning pack will be posted/delivered to the child.</p> <p>Day 2 onwards: Children will receive videos for a minimum of 4 videos covering aspects of the Early Years curriculum areas. These will link to those taught to the class on the previous day and will teach the new concept as well as outlining the task that needs to be completed. If not an online activity, evidence will be recorded in the blended learning book which will be brought back into school on return. This will be used to</p>

				<p>inform planning and next steps.          Use website/class dojo online to facilitate:          *Number Recognition          *Guidance for parents on how to develop children's listening, speaking and communication skills.          *Letters and Sounds / Phonics Play          *Videos of teacher's reading and associated Guided Reading activities          *Activities planned so children get opportunities to develop key skills for example fine motor activities.          * Ten Towns          *Activities linked to Building Blocks for wider curriculum topics</p>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Baseline assessment of Phonics to be carried out to ascertain individual starting points.</li> <li>• Children will re-cap on Letters and Sounds Phase 2 starting point</li> <li>• Baseline Assessment.</li> <li>• Pupils will be WELLCOMM screened and interventions put in place to plug any gaps.</li> <li>• Early Talk Boost</li> </ul>	<p>Children will follow the planned units with a focus on number developing through Building Blocks Baseline assessments.          Opportunities to apply skills continuous provision.          Early Numeracy Work CPA</p>	<p>Following new Development Matters (Early Adopter School)</p>	<p>On day 1 of absence:          Staff in the class will send a video for the children outlining that they are missing them and will be sending work home the following day. A list of activities both on and off line will be sent for the child to access, consolidating previous learning. Blended learning pack will be posted/delivered to the child.          Day 2 onwards:          Children will receive videos for a minimum of 4 videos covering aspects of the Early Years curriculum areas. These will link to those taught to the class on the previous day and will teach the new concept as well as outlining the task that needs to be completed. If not an online activity, evidence will be recorded in the blended learning book which will be bought back into school on return. This will be used to inform planning and next steps.</p>

				<p>Use website/class dojo online to facilitate:</p> <ul style="list-style-type: none"> <li>*Number Recognition</li> <li>*Guidance for parents on how to develop children's listening, speaking and communication skills.</li> <li>*Letters and Sounds / Phonics Play</li> <li>*Videos of teacher's reading and associated Guided Reading activities</li> <li>*Activities planned so children get opportunities to develop key skills for example fine motor activities.</li> <li>* Ten Towns</li> <li>*Activities linked to Building Blocks for wider curriculum topics</li> </ul>
<p><b>Year 1 to 4</b></p>	<p><u>SPAG</u></p> <p>*The objectives covered will recap the previous year group before building on current year. This is in case there is any missed terminology/learning that they will not learn during the previous academic year. It will also be a good opportunity to see what the children remember and teacher assess (for future planning) where you are starting from for that year.</p> <p>There will be 5 English lessons per week, with the fifth lesson being a Reading focused lesson. SPAG and comprehension will underpin English. SPAG will be the main focus on the second week of a three week cycle (Read-SPaG-Write) If it fits in with the learning journey in English that is fine, if not it will be taught separately using any other resources. A bank of resources will be available for teachers to access.</p> <p><b>Reading</b></p>	<p>Maths – revised Building Blocks Curriculum</p> <p>Medium term plan basic skills underpinned – check previous year group and teach current. If secure Mon Tues teach – Wed Thurs apply and Fri problem solve.</p> <p>Use tests from the previous year group for Sep, Oct, Nov then change to own year group.</p> <p>TT Rockstars</p> <p>Big Maths – Learn-it / Beat Its</p> <p>Magical Maths</p> <p>Arithmetic tests / Prove-Its</p>	<p>A Knowledge and skills based curriculum where every objective from the national curriculum is revisited on multiple occasions as pupils move throughout the school to continually build on skills progression.</p> <p>Wide curriculum based on bespoke Building Blocks curriculum.</p> <p>Analysis of 'missed knowledge' and skills and how this can be taught as needed.</p>	<p>On day 1 of absence:</p> <p>Staff in the class will send a video for the children outlining that they are missing them and will be sending work home the following day. A list of activities both on and off line will be sent for the child to access, consolidating previous learning. Blended learning book will be posted/delivered to the child.</p> <p>Day 2 onwards:</p> <p>Children will receive videos for a minimum of 4 lessons will be sent each day (English, Maths, Phonics/spelling, and curriculum) taught to the class on the previous day. This will teach the new concept as well as outlining the task that needs to be completed.</p> <p>Evidence can be sent via class dojo and the blended learning book which will be bought back into school on return. This will be used to inform planning and next steps.</p>

	<p>Pupils provided with a home reading book based upon teachers' formative assessment as well as information from phonics assessments (Y1) and Star read tests (Y2-Y4).</p> <p>*Guided Reading lessons to continue as normal, amend/tailor planning to cater to your cohort as you go e.g. if children have forgotten how to use a dictionary, spend more time than usual on this skill.</p> <p>*GR lessons should focus on a high quality text. Throughout the year, covering a range of genres.</p> <p>*Speed, accuracy, stamina and comprehension remain a focus of guided reading sessions.</p> <p>* Reading will be the main focus on the first week of a three week cycle (Read-SPaG-Write) based upon a quality text – with every Friday's English session being Reading focus.</p> <p>CGP revision guides for Reading to be provided to Year 2 pupils – following October summative assessments- once needs of pupils identified.</p> <p><b>Spellings</b> - spellings to be timetabled as normal to suit following a weekly sequence. Quizzes to be completed weekly.</p> <p><u>Phonics</u> *Groups set up and taught in bubbles.</p>			<p>Use website/class dojo online to facilitate:</p> <ul style="list-style-type: none"> <li>*Number Recognition.</li> <li>*Websites linked to number fact recall</li> <li>*Active learn</li> <li>*Guidance for parents on how to develop children's listening, speaking and communication skills.</li> <li>*Letters and Sounds / Phonics Play</li> <li>*Videos of teacher's reading and associated guided Reading activities</li> <li>*Activities planned so children get opportunities to develop key skills for example fine motor activities including handwriting</li> <li>*Activities linked to Building Blocks for wider curriculum topics</li> <li>*Times Table Rock Stars</li> <li>*Myon</li> </ul>
<p><b>Year 5 and 6</b></p>	<p><u>SPAG</u></p>	<p>Maths – revised Building Blocks</p>	<p>A Knowledge and skills based curriculum</p>	<p>Use website/class dojo online to facilitate:</p> <ul style="list-style-type: none"> <li>*Purple Mash</li> </ul>

	<p>*The objectives covered will recap the previous year group before building on current year. This is in case there is any missed terminology/learning that they will not learn during the previous academic year. It will also be a good opportunity to see what the children remember and teacher assess (for future planning) where you are starting from for that year .New Unit will be resumed from week 3.</p> <p>*There will be 5 English lessons per week, with the fifth lesson being a Reading focused lesson. SPAG and comprehension will underpin English. SPAG will be the main focus on the second week of a three week cycle (Read-SPaG-Write) If it fits in with the learning journey in English that is fine, if not it will be taught separately using any other resources. A bank of resources will be available for teachers to access.</p> <p>CGP revision guides for SPaG to be provided to Year 6 pupils – following October summative assessments- once needs of pupils identified.</p> <p><b>Reading</b> Pupils provided with a home reading book based upon teachers' formative assessment as well as summative assessment from Star read tests. All pupils to complete Star Read Test to inform / formalise appropriate level of reading.</p>	<p>Curriculum Medium term plan basic skills underpinned – check previous year group and teach current. If secure Mon Tues teach – Wed Thurs apply and Fri problem solve.</p> <p>Use tests from the previous year group for Sep, Oct, Nov then change to own year group.</p> <p>TT Rockstars Big Maths – Learn-it / Beat Its Magical Maths Arithmetic tests / Prove-Its CGP revision guides for Maths to be provided to Year 6 pupils – following October summative assessments- once needs of pupils identified.</p>	<p>where every objective from the national curriculum is revisited on multiple occasions as pupils move throughout the school to continually build on skills progression. Wide curriculum based on bespoke Building Blocks curriculum. Analysis of 'missed knowledge' and skills and how this can be taught as needed.</p>	<ul style="list-style-type: none"> <li>*Phonics Play</li> <li>*TT Rock Stars</li> <li>*Active Learn</li> <li>*White Rose maths</li> <li>*Videos of teacher's reading and associated Guided Reading activities</li> <li>*NTCEM</li> <li>*MyOn</li> <li>*Handwriting lessons</li> <li>* Activities linked to Building Blocks for wider curriculum topics</li> </ul>
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	<p>*Guided Reading lessons to continue as normal, amend/tailor planning to cater to your cohort as you go e.g. if children have forgotten how to use a dictionary, spend more time than usual on this skill.</p> <p>*GR lessons should focus on a high quality text. Throughout the year, covering a range of genres.</p> <p>*Speed, accuracy, stamina and comprehension remain a focus of guided reading sessions.</p> <p>* Reading will be the main focus on the first week of a three week cycle (Read-SPaG-Write) based upon a quality text – with every Friday’s English session being Reading focus.</p> <p>CGP practise books for Reading to be provided to Year 6 pupils – following October summative assessments- once needs of pupils identified.</p> <p><b>Spellings</b> - spellings to be timetabled as normal to suit following a weekly sequence. Quizzes to be completed weekly.</p>			
<p><b>SEN Pupils</b></p>	<ul style="list-style-type: none"> <li>• Pupils will be re-assessed for intervention.</li> <li>• Interventions to start as soon as children are back at school.</li> <li>• 1.1 Intervention is used to plug gaps (e.g. Precision Teach)</li> <li>• Plan, Do, Review targets for SEN and SALT pupils.</li> </ul>	<p>SENCO to loan physical equipment to parents where needed.</p>		<p>Blended learning as per all other pupils In addition: *KIT phone calls from SEN team to vulnerable pupils. *Individualised learning packs provided by LSA. *Class Do-jo used to engage with parents of *SEN/Vulnerable pupils</p>



	<ul style="list-style-type: none"> <li>• Language/ Vocabulary rich environment and curriculum.</li> <li>• Safeguarding team to support vulnerable pupils</li> <li>• YARC assessments.</li> <li>• Speech and Language Therapist to assess pupils and set targets.</li> <li>• WELLCOMM interventions in EY.</li> <li>• Early Talk Boost in Nursery.</li> </ul>			<p>*Signposting parents to additional support.</p> <p>*Continue to work with external agencies as much as possible following COVID guidance</p>
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### Coronavirus related absences quick reference guide – September 2020

<i>What to do if...</i>	<i>Action needed</i>	<i>Code</i>	<i>Return to school when...</i>
...my child has coronavirus symptoms	<p><b>Do not come to school</b></p> <ul style="list-style-type: none"> <li>• <b>Contact school daily</b></li> <li>• Self-isolate</li> <li>• Get a test</li> <li>• Inform school immediately about test result</li> </ul>	Code X	...the test comes back negative.
...my child tests positive for coronavirus	<ul style="list-style-type: none"> <li>• <b>Do not come to school</b></li> <li>• <b>Contact school daily</b></li> <li>• Self-isolate for at least 10 days</li> <li>• Inform school immediately about test result</li> </ul>	Code I	...they feel better. They can return to school after 10 days even if they have a cough or loss of smell/taste. These symptoms can last for several weeks once the infection is gone.
...somebody in my household has coronavirus symptoms	<ul style="list-style-type: none"> <li>• <b>Do not come to school</b></li> <li>• <b>Contact school daily</b></li> <li>• Self-isolate</li> <li>• Household member to get a test</li> <li>• Inform school immediately about test result</li> </ul>	Code X	...the household member test is negative.
...somebody in my household has tested positive for coronavirus	<ul style="list-style-type: none"> <li>• <b>Do not come to school</b></li> <li>• <b>Contact school daily</b></li> <li>• Self-isolate for 14 days</li> </ul>	Code X	...the child has completed 14 days of self-isolation

<p>... NHS test and trace have identified my child as a 'close contact' of somebody with symptoms or confirmed coronavirus</p>	<ul style="list-style-type: none"> <li>• <b>Do not come to school</b></li> <li>• <b>Contact school daily</b></li> <li>• Self-isolate for 14 days</li> </ul>	Code X	<p>...the child has completed 14 days of self-isolation</p>
<p>...we/my child travelled and has to self-isolate a part of a period of quarantine</p>	<ul style="list-style-type: none"> <li>• <b>Do not take unauthorised leave in term time</b></li> <li>• <b>Consider quarantine requirements and FCO advice when booking travel</b></li> <li>• <b>Provide information to school as per attendance policy</b></li> </ul> <p><b><u>Returning from a destination where quarantine is needed:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Do not come to school</b></li> <li>• <b>Contact school daily</b></li> <li>• Self-isolate for 14 days</li> </ul>	Code X	<p>...the quarantine period of 14 days has been completed</p>
<p>...we have received medical advice that my child must resume shielding.</p>	<ul style="list-style-type: none"> <li>• <b>Do not come to school</b></li> <li>• <b>Contact school as required by the pastoral team</b></li> <li>• Shield until you are informed that restrictions are lifted and shielding is paused again</li> </ul>	Code X	<p>...school inform you that restrictions have been lifted and your child can return to school again.</p>