



Information regarding the full re-opening of School: March 8th

Following the Government's announcement on 22nd February 2021 that they expect schools to welcome back all pupils from all year groups full-time on 8th March 2021, we have planned how we can manage this as safely as possible for all of our school community.

We will do everything we can to reduce the risks from COVID-19 to children, their families and staff members; you will see from the protective measures outlined below that we have thought carefully about all the known risk factors. However, in-line with Government and LA guidance, it is important to say that we cannot guarantee that none of our community will be affected by COVID-19. The DfE guidance link below states that there is no evidence that children transmit the disease any more than adults. Everyone will need to take some responsibility towards the increased hygiene procedures to help us to maintain and sustain the low risk of infection. All schools have been asked to complete a strict risk assessment; the Governing Body will scrutinise the Risk Assessment against all DfE and LA guidance. In addition, please read our updated addendums on the website in the quick links section: COVID-19 Considerations -which correspond with updated guidance and practices from March 2021 Safeguarding; Acceptable Use Policy; Positive Behaviour; and Teaching for Learning.

Our guidance is taken from the DfE publication published 22nd February 2021
[Guidance for schools: coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/guidance-for-schools-coronavirus-covid-19)

This will be reviewed regularly and you will be made aware of any changes.

Guidance for parents updated on the 24th February 2021:

[What parents and carers need to know about early years providers, schools and colleges during COVID-19 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-covid-19)

It is lengthy; however, we would also ask that do you read this document carefully and understand that, by sending your child(ren) back to Claremont Primary School, you and your child(ren) are agreeing to abide by our guidelines set out below. This will be regularly reviewed and you will be made aware of any changes.

General Information:

Adult: Social distancing:

- Maintain 2 metres where possible from other adults.
- 1 metre from a child.
- In exceptional circumstances in the classroom, closer than 1 metre from a child for short periods of time up to 15 minutes such as first aid, SEN support.
- TSAs working with individual children in their designated work space, will be encouraged to maintain their 1 metre distance, in order to allow them to work for longer periods of time, where possible, and must sit side by side and not face to face.
- Face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas)

Public health advice to minimise coronavirus (COVID-19 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 set out below. These are an adapted form of the system of protective measures that will be familiar from the Autumn term. 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
- School staff have been asked to take part in Lateral Flow Testing.

Organisation: The school will be arranged into Year group bubbles. Classes will still be taught separately in their own classrooms but will be able to eat together in the hall or library, and will play together. This allows for classes to work together occasionally.

The bubbles will be kept apart from other bubbles as much as possible; the dinner hall is large enough to allow for 2 bubbles to access at one time and so lunches can take place for two year groups at a time. However, the guidance recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance in their group. As before, the rationale behind a bubble is that as time moves forward people within the bubble will need to social distance less. All steps to bring children together will be done following careful consideration of PHE guidance, LA and local covid information.

Children will have had a virtual induction assembly with Mrs Roberts on their first day in school. She will have been through the new routines, systems and expectations with all children.

There will be no whole school gatherings or indoor PE.

Assemblies will be for whole school, year groups, or class based and will be live streamed by Zoom/TEAMS.

All classes will be set up so that the desks face forward and children sit facing forward. Teaching will take place from the front of the class. Children will be expected to remain at their desk during lessons, and will not be allowed to travel freely about the school.

Each Bubble will be allocated an entry and exit gate and will have a designated break zone and all bubbles will have limited resources which will be cleaned by teachers/ staff members at the end of each day.

Staff Deployment:

The guidance states that all teachers and other staff can operate across different classes in order to facilitate the delivery of the school timetable and so, Planning, Preparation and Assessment (PPA) will be maintained as normal and the regular PPA teacher will cover the class and deliver lessons from the front, maintaining stricter 2 metre regulations to limit cross infection between bubbles.

We will still host three Initial Teacher Training students.

Cover supervisors and supply teachers may also be used if staff sickness/ courses dictates. We are hoping to welcome peripatetic music teachers and volunteers from term 5 if appropriate, as extra adults and mixing across groups should be kept to a minimum.

External specialists will still visit to consult with the team in the best interests of the children.

Area	At Claremont	DfE Guidance
Protective Measures: Prevention	<p>If your child or a member of your household is displaying any symptoms of coronavirus, your child must stay at home for at least 10 days and should arrange to have a test. Please do not return to school until the results are back, whether positive or negative.</p> <p>https://www.nhs.uk/ask-for-a-coronavirus-test</p>	<p>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</p>

<p>If you are an essential worker, then you or any member of your household can get a priority test here - https://self-referral.test-for-coronavirus.service.gov.uk/test-type</p> <p>If your child becomes unwell at school, they will be isolated (outside if weather allows) with Mrs Roberts (or Miss James/ Mrs Cook in her absence) until they are able to be collected. We would ask that you arrange a test (as above) and let us know the result immediately.</p> <p>PPE may be used where it is necessary to be closer to a child (e.g. for First Aid) or if a child becomes unwell or for their intimate care (if needed). Face coverings or shields will be worn in the lunch hall by staff. Children will be shown the PPE as part of their induction into school.</p>	<p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>Where necessary, wear appropriate personal protective equipment (PPE).</p> <p>PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used
<p>Your child will be asked to clean their hands when they come into the building and at various times throughout the day. This will be a combination of hand washing and use of hand sanitiser.</p>	<p>Clean hands thoroughly more often than usual</p>
<p>Children will be reminded to use the 'catch it, bin it, kill it' approach.</p> <p>Staff will be wearing face coverings outside the classrooms or offices.</p> <p>If your child does wear a face covering coming in to school, they will be shown how to take it off safely. They will need to bring a bag in, to store any reusable face coverings in throughout the day. Disposable ones will be placed in a covered bin in the classrooms.</p>	<p>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</p> <p>Public Health England does not (based on current evidence) recommend the use of face coverings in schools.</p> <p>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p>

	<p>As a school, we contract out most of our cleaning to May Harris, a specialist cleaning company experienced in the management of schools. Senor Lalo also assists in some areas of cleaning in his role as caretaker.</p> <p>During the COVID pandemic, their joint cleaning regime has ensured that priority has been given to all touch points, washrooms, classrooms and high traffic areas.</p> <p>May Harris attend the school site at the end of every day to thoroughly clean the school, with a deep clean happening weekly. Senor Lalo will be supporting May Harris during the course of the day by carrying out additional cleans of all washrooms.</p> <p>ALL school staff will also be supporting in areas such as sanitising desks, tables, photocopiers, telephones, resources and play equipment used during and at the end of every day.</p> <p>Additional hygiene products continue to be sourced by the school, although any donations of antibacterial wipes would be extremely grateful as these are the products we are using the most. Thank you so much to all the donations we have already received – we are extremely grateful.</p> <p>Lidded bins have been sourced for each classroom, and large bins to store outdoor equipment for each individual class. Staff will clean these at the end of each day’s use.</p>	<p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>
<p>Ventilation</p>	<p>Once the school is in operation it is important to ensure good ventilation. Windows will remain open (unless temperatures drop below recommendations); and some doors. Classrooms can have exterior doors closed, with windows open a little, with an air-clean during breaks and lunchtimes, with all doors and windows wide open.</p>	
<p>Response to any infection</p>	<p>We will inform you as soon as we are aware of any positive test results within your child’s bubble. This may be a phone call or by email.</p> <p>This means that if any member of your household tests positive it is really important for you to let us know immediately.</p>	<p>Engage with the NHS Test and Trace process.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their

Once we become aware of a positive test result, we will follow guidance and contact Public Health England and the local health protection team. They would also contact us if they became aware that someone had tested positive who attends our school, as identified by NHS Test and Trace.

The health protection team will guide us through the actions we need to take but it is likely that we would close the bubble for the duration of the self-isolation period for all members of that bubble.

We will keep a record of which bubbles our members of staff have been involved with, in order to provide NHS Test and Trace accurate information.

If our local area sees a spike in infection rates the appropriate authorities will decide which measure to implement to help contain the spread.

household can stop self-isolating. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact.

- if someone tests positive, they should follow the '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal.
- Other members of their household should all self-isolate for the full 10 days from the day after the individual tested positive.
- If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms.

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 10 days since they were last in close contact with that person when they were infectious.

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-

		<p>isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’. They should get a test, and:</p> <ul style="list-style-type: none"> • if someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days. • if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following guidance for households with possible or confirmed coronavirus (COVID-19) infection <p>Contain any outbreak by following local health protection team advice.</p> <p>If schools have two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group.</p>
<p>Curriculum</p>	<p>It states clearly that education is not optional! We are excited to share that the guidance also states that the curriculum needs to remain broad and ambitious for all, and that pupils will be taught a wide range of subjects, whilst exploring the flexibility to create time to cover important missed content.</p>	<p>You should ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress. The key principles that underpin our advice on curriculum planning are as follows:</p> <ul style="list-style-type: none"> • Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life. • The curriculum remains broad and ambitious. All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

		<p>Informed by these principles, you should meet the following key curriculum expectations:</p> <ul style="list-style-type: none"> • Teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils’ knowledge. You should ensure that curriculum planning is informed both by an assessment of pupils’ starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, you may need to make substantial modifications to your curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. You can use existing flexibilities to create time to cover the most important content in which pupils are not yet secure. • You may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which may deprive pupils of the knowledge and cultural capital they need to succeed in life. If you choose to suspend some subjects for some pupils (where the subject is not one that is statutorily mandated) you should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents.
<p>Remote Education</p>	<p>Remote learning will remain available for those children who are not able to be in school for extraordinary circumstances.</p> <p>This will reflect what is being taught in school (if there are pupils still attending school at that point).</p> <p>In the case of a whole bubble working remotely, the lessons will be posted online.</p> <p>The Education Endowment Foundation (EEF) has completed some research into remote learning, to support the learning of pupils while schools were closed due to Covid-19. They have found, “Teaching quality is more important than how lessons are delivered. Pupils can learn through remote teaching. Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time ... and alternatives... .”</p>	<p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below).</p> <p>...remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p> <p>Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.</p> <p>In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"> - use a curriculum sequence that allows access to high-quality online and offline resources and

	<p>Therefore we will continue to ensure any remote teaching that we may need to deliver, will be of a high standard using PowerPoints with audio where appropriate.</p>	<p>teaching videos, and that is linked to the school's curriculum expectations</p> <ul style="list-style-type: none"> - give access to high quality remote education resources - provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access - recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. <p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> - set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject - provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos - gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work - enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding - plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
<p>Early Years</p>	<p>Our team are highly experienced and will use their normal observatory baseline system. In addition, this year Claremont have become early adopters of the new Early Learning Goals which will allow the children of Claremont to be even more prepared for further Government changes as we move forward.</p> <p>Due to the age of the children, we will not be expecting them to adhere to the same social distancing rules as the rest of the school. Therefore, they will be able to continue to be taught in carpet sessions as a whole class.</p>	<p><u>Early years foundation stage (EYFS)</u></p> <p>For pupils in Reception, disapplications of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full.</p> <p>You may consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, if you think this would support your children following time out due to coronavirus (COVID-19).</p> <p>For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their</p>

		<p>vocabulary. For Reception, consider how all groups of children can be given equal opportunities for outdoor education.</p> <p>[Social distancing] will not be possible for the youngest children ... and it is not feasible in some schools where space does not allow.</p>
Key Stage 1 & 2	<p>Planning will take place with a focus on prioritising and identifying gaps to re-establish good progress in the essentials- as suggested in the guidance following our baselining in September. Pupils will still be taught a full range of subjects including science, humanities, the Arts, French, PE, RE and RHE.</p> <p>The DfE suggest activities such as active miles, making break times and lessons active while encouraging physical distancing; this will be more challenging for us at Claremont as we have full classes, but our ethos of outdoor learning will be evident where possible.</p>	<p><u>Key Stages 1 and 2</u></p> <p>For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. You should ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.</p>
School Uniform	<p>Children will be expected to wear their full uniform when they are in school.</p> <p>Children should not bring a PE kit to school. However, on their PE days, they will be expected to wear their full PE kit instead of their school uniform.</p> <p>Children are able to wear suitable footwear into school if they have been informed by the teacher about a particular activity they are doing e.g. mile run or visit to the woods.</p>	<p>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.</p>
Equipment	<p>Children in Year 1 need to bring some colouring pencils to school.</p> <p>Children in Years 2-6 will need to bring in:</p> <p>2-3 pencils A rubber A pencil sharpener (preferably enclosed) A 15cm ruler 2 glue sticks (not coloured) A selection of colouring pencils Children's scissors</p> <p>In addition, children in Key Stage 2 will also need: 2-3 blue pens A pink, green and purple fine liner or biro</p>	<p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment should be more frequently cleaned.</p>

	<p>All of these items will need to be in a plastic pencil case that can be easily cleaned please. We may be able to go back to lovely fluffy ones later in the year!</p> <p>With other learning resources, we will be keeping them within class bubbles and they will be cleaned regularly.</p> <p>If there are any resources that need to be shared across classes, they will be either thoroughly cleaned or left for the recommended time period for isolation.</p> <p>Children may bring a small bag into school which can easily hang on the back of their chair.</p>	
<p>Attendance expectations</p>	<p>School attendance will be mandatory for all pupils from 8th March.</p> <p>We understand that some pupils may not attend school because they are self-isolating and have had symptoms or a positive test result; or because they are a close contact of someone who has had a positive test.</p> <p>If your child is under the care of a specialist health professional, you may need to discuss their care before your child returns to school.</p> <p>If your child is unable to attend school because of one of the reasons stated above, we will offer them access to remote education. Absence will not be penalised in these circumstances.</p> <p>NB If your child is unwell (for any reasons other than COVID) there is no expectation for the school to provide remote learning or for your child to complete any remote learning.</p>	<p>School attendance will be mandatory for all pupils from 8 March.</p> <p>The usual rules on school attendance apply, including:</p> <ul style="list-style-type: none"> • parents’ duty to secure their child’s regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age) • the ability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct. <p>As usual, you are responsible for recording attendance, following up absence and reporting children missing education to the local authority.</p> <p>We know from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician.</p> <p>The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally.</p> <p>Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p>
<p>Extra-curricular provision</p>	<p>Whilst we do not provide any wraparound care at school, we are aware that some children do access these before and/or after school.</p>	<p>Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will</p>

	<p>Please could we ask that you consider limiting the number of these, as well as out of school activities, in order to limit the number of contacts your child has, as far as possible.</p> <p>Outdoor after school club providers can start again in Term 4.</p> <p>Indoor after school clubs and peripatetic music teachers will be communicated with during Term 4 with a view to re-start some activities after the Easter break based on the need to monitor and manage our full return to school and the amount of space available for use.</p> <p>Before and after school tutoring for children in receipt of PPG will re-start in Term 4. Staff will adhere to COVID rules for working in close contact with pupils.</p>	<p>be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.</p>
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Access to the School Site/ Communication:

In order to provide safe entry and exits to school, each bubble will be allocated a set time to arrive and for parents to collect. It is essential that parents help to support this timetable and do not arrive before their slot. Without your cooperation we cannot possibly maintain social distancing and keep everyone safe.

There will a one-way system in place and some 2 metre markings nearer to the school entrance.

PLEASE DO NOT DRIVE OR PARK IN BANNER FARM ROAD- THIS WILL CAUSE A DIFFICULTY.

The school car park gate will be closed just before the first bubble time of 08:40am: please do not attempt to drive into the car park during the opening times. The gates will remain locked until the first time slot.

No adults will be allowed on site at all except for extenuating circumstances.

We know that this will be very different. If an adult needs to speak with a member of staff, they will need to email admin. It will take time to adjust.

Staggered Arrival/ Collection Times/ Entrances

Entry/ Exit	Year Group	Arrival	Collection	Length (hrs)
Banner Farm Rd	EYFS	08:40am	03:10pm	5.5
Banner Farm Rd	Yr5	08:50am	03:20pm	5.5
Banner Farm Rd	Yr6	09:00am	03:30pm	5.5
Cambridge Gdns	Yr1	08:40am	03:10pm	5.5
Cambridge Gdns	Yr4	08:50am	03:20pm	5.5
Claremont Rd	Yr2	08:40am	03:10pm	5.5
Claremont Rd	Yr3	08:50am	03:20pm	5.5