

## Newnham St Peter's C of E School and Pre School

### Phased Return Risk Assessment

#### ASSESS

**Decide appropriate control measures for managers and employees to implement under a 'Plan', 'Do', 'Review' cycle.**

\*The preventative measures in this risk assessment are not mandatory but are provided as guidance on reducing the risk of transmission. Each school/setting must consider their own situation and adapt the assessment by editing the measures where appropriate. Remove any measures that are not relevant or will not be applied in your setting and add any additional local measures that you are implementing.

**Who may be at risk:** Employees, pupils and young people, families (parents, carers and siblings), visitors, contractors, members of public.  
**Vulnerable groups** – this risk assessment considers vulnerable groups which the NHS lists as 'people at high risk (clinically extremely vulnerable)'; and 'people at moderate risk (clinically vulnerable)'. An individual risk assessment may be appropriate for vulnerable employees plus BAME and those who are very anxious about returning to their workplace.

PLAN		DO			REVIEW
Prepare Building	Prepare Employees and Parents and pupils	Control Access	Implementing Social Distancing	Implement Infection Control Measures	Communicate and Review Arrangements
Ensure that all health and safety compliance checks have been undertaken before opening (e.g. fire alarm, emergency lighting, water hygiene lifts, etc.).	Involve employees in plans to return to school and listen to any suggestions on preventative measures that can be taken	Entry points to school controlled (including deliveries).	Safe distancing or 2 metres is a preventative measure that will be adopted so far as is reasonably practicable but it is acknowledged that this is not always possible in schools. However, all the measures in this assessment are aimed at reducing transmission risk.	Sufficient handwashing facilities are available	Consultation with employees and trades union Safety Reps on risk assessments
<i>Fire servicing has continued as normal and</i>	<i>Staff consulted through emails, virtual staff</i>	<i>Each group has a separate entry point</i>	<i>Workstations set at 2m distances as this is where</i>	<i>Sinks in most classrooms. Y2</i>	<i>Staff Trade union rep?</i>

<i>emergency lighting has been tested with one light replaced. Legionnaire testing has continued a normal</i>	<i>meeting and face-to-face sessions with staff in school. Staff involved in classroom layouts and in planning the structure of the day</i>		<i>child are likely to spend longer periods. Staff work stations to be 2m away from children</i>	<i>classroom does not have a hot tap – portable sink to be purchased or hand gel to be used Y3 classroom, if used as a base, does not have a sink – children could use their allocated basin in cloakroom. Hall does not have a sink. Kitchen adjoining hall will not be in use so this sink could be used</i>	
COVID-19 posters/ signage displayed (packs provided by GCC).	Vulnerable employees and pupils ('clinically vulnerable' to coronavirus) identified and told not to attend school if shielding.	Building access rules clearly communicated through signage on entrances	Reduced class sizes	Where there is no sink, hand sanitiser provided in classrooms.	Risk assessment published on school intranet and website.
<i>To be completed 21/05/20 Order forms now available</i>	<i>See pupil and employee risk assessment</i>	<i>3 signage boards need to be purchased</i>	<i>Class sizes set Insert table</i>	<i>All children have access to sink as a first measure. Hand sanitizer to be added to Y3 classroom and for outdoors</i>	<i>To be published once complete and signed off by governors</i>
Modify school reception to maintain social distancing (e.g. provide	Consider personal risk factors: age, obesity, pregnancy, existing	Parents' drop-off and pick-up protocols to minimise contact.	Class groups kept together throughout the day and do not mix with other groups.	Frequent hand washing encouraged for adults and pupils (following	Nominated employees tasked to monitoring protection measures

screens or floor markings).	health conditions and ethnicity			guidance on hand cleaning	
<i>One visitor in reception area at any one time. SBM has a glass screen to the office that can be kept closed. Wiped provided outside of entrance for visitors to wipe buzzer before use and signage provided. IPad removed and visitors /staff registered electronically at workstation by SBM/HT</i>	<i>See staff risk assessment</i>	<i>Staggered starts and finishes with clear handovers. Parents to be informed of time slots</i>	<i>The school is physically structured to enable this. Separate entry and exit points. Play times and lunch times staggered using separate locations</i>	<i>Posters displayed around school. Routines established and included in daily social stories</i>	<i>Monitoring timetable to be completed</i>
Consider one-way system if possible for circulation around the building.	Where necessary individual risk assessments for employees and pupils at special risk (take account of medical advice).	School start times staggered so class groups arrive at different times.	Groups do not mix to play sports or games together.	Hands cleaned on arrival at school, before and after eating, and after sneezing or coughing.	Employees encourage to report any non compliance.
<i>Not possible as the hall is needed as a learning space. Children and adults walk on the left of corridors – this is already established practice</i>	<i>See individual risk assessments</i>	<i>Done by family groups to minimise the time parents are on site</i>	<i>Outside areas timetabled Sports equipment prepared for each bubble and rotated across after cleaning</i>	<i>Part of the school routine</i>	<i>Open door policy</i>
Put down floor markings along the middle of two-way corridors to keep	Review EHCPs where required.	Floor markings outside school to indicate distancing rules (if	The number of pupils in shared spaces (e.g. halls, dining areas and internal	Young pupils encouraged to learn and practise good	The effectiveness of prevention measures

groups apart and 'keep left' signs		queuing during peak times).	and external sports facilities) for lunch and exercise is limited to specific group(s).	hygiene habits through games, songs and repetition	will be monitored by school leaders.
<i>Children and adults walk on the left of corridors – this is already established practice. Arrows on main corridor. Other arrows?</i>	<i>To be done by SENDCo and SLT</i>	<i>Markings in place. Blue for Pre-school, Reception, Year 1, red for all others</i>	<i>No shared indoor spaces. Review if small SEND additional time group is needed in the Hall</i>	<i>Part of school routines. Ideas included in staff wellbeing/routines pack</i>	<i>Agenda item for SLT meeting supported by daily monitoring</i>
In areas where queues may form, put down floor markings to indicate distancing.	Regular communications that those who have coronavirus symptoms, or who have someone in their household who does, are not to attend school.	Screens installed to protect employees in reception	Assemblies not held or staggered.	Staff help is available for pupils who have trouble cleaning their hands independently	This risk assessment will be reviewed if the risk level changes and/or in light of updated guidance
<i>All entry points marked with 2m lines. Hoops to be placed on grass outside Y1 and EYFS for parents to stand in if it is taking a while for their child to be ready to leave so a blockage does not form. Outside sandwich collection area has 2m markings. Corridors need 2m markings</i>	<i>To be posted on school website, as a standard item in newsletters and on entrance doors. Attendance policy annex needed</i>	<i>This is already in place</i>	<i>Assemblies to be held via Teams so children remain in social bubbles</i>	<i>Small groups will enable this to happen</i>	<i>This is in addition to weekly SLT review. In the event of the above the risk assessment will go back to the governors who have responsibility for opening/closing the school.</i>

Can separate doors be used for in and out of the building (to avoid crossing paths).	Information shared about testing available for those with symptoms.	Hand sanitiser provided at all entrances	Separate spaces for each group clearly indicated in shared spaces (e.g. barriers or floor markings).	Adults and pupils are encouraged not to touch their mouth, eyes and nose.	
<i>It would be better for each group to use a separate door</i>	<i>To be posted on school website, as a standard item in newsletters. Leaflet given to anyone presenting symptoms and follow up well-being call to ensure action has been taken</i>	<i>Hand sanitizer main reception entrances. All other entrances are for children and handwashing areas are used on entry</i>	<i>No shared spaces</i>	<i>Included in social story and through verbal reminders and posters</i>	
Identify doors that can be propped open (to limit use of door handles and aid ventilation) taking account of fire safety and safeguarding	Remote education is continuing as much as possible to limit numbers attending school	Visitors do not sign in with the same pen or touch screen devices in reception.	Take out service only during lunch with pupils eating outside (weather permitting).	Be vigilant to young pupils putting items in their mouths etc. and make sure these are dealt with immediately.	
<i>Classroom interior doors to remain open</i>	<i>Teachers to have adequate planning time in the weekly timetable Teams meetings to be added to provision</i>	<i>SBM to write a register. HT to input staff and visitors on touch screen so fire register protocols can still be followed</i>	<i>Cater Cater to provide sandwiches in disposable bags and packaging. Disposable spoons need to be purchased Note: when the school moves to hot meal provision, washing machine will need to be purchased to dry tea towels in school if Covid-19 risks are still in place</i>	<i>Individual risk assessments in place for specific needs. Children to have their own set of pencils for children who chew things</i>	

Identify rooms that can be accessed directly from outside (to avoid shared use of corridors).	Assess how many employees are needed in school and identify those that can remain working from home	Staff on duty outside school to monitor protection measures.	Limiting the number of pupils who use the toilet facilities at one time	Adults and pupils encouraged to use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')	
<i>All learning zones can be accessed directly from outside except Y1 which can have its own entry point</i>	<i>To be identified in the plan</i>	<i>Headteacher to be on duty. In the absence of the Headteacher groups may need to be sent home.</i>	<i>One cubicle to be allocated to each bubble (two to Reception and preschool). Toilets and sinks to be colour coded with the group's colour. Photos of children included for youngest children. 7 areas available – no additional capacity</i>	<i>Posters on display. Each group to have pedal bins and one to be paced in main reception</i>	
Organise classrooms for maintaining space between seats and desks	Employees shielding at home manage online work, whilst those in school only teach.		Groups use the same classroom or area of a setting throughout the day	Bins for tissues provided and are emptied throughout the day.	
<i>Interactive board needs to be relocated to the Hut</i>	<i>Dependent on skill set</i>		<i>Set out in daily plan. Areas to be cleaned on Wednesday before groups swap over and Friday afternoon. Wednesday deep clean to be bigger so that it can to include all PE</i>	<i>Each group to have pedal bin and one to be paced in main reception. Bins to be collected by...</i>	

			<i>equipment used over the whole week</i>		
Inspect classrooms and remove unnecessary items.	Returning to school will be for groups on a priority basis (early years settings - 3 and 4 year olds followed by younger age groups); or (Primary schools - nursery, reception, year 1 and year 6);		Seating plans to ensure pupils sit at the same desk	Spaces well ventilated using natural ventilation	
	<i>Phased return timetable in place</i>		<i>All desks and chairs labelled. Chairs swapped for Group A and B. Group A use one end of double desk. Group B to use the other end</i>	<i>Windows to be open whenever possible and classroom doors remain open</i>	
Remove soft furnishings, soft toys and toys that are hard to clean	If shortage of teachers, allocate teaching assistants to lead a group, working under the direction of a teacher		Desks should be spaced as far apart as possible.	Doors propped open, where safe to do so to limit use of door handles. Ensure closed when premises unoccupied.	
	<i>Teaching assistants allocated. Teachers to plan delivery</i>		<i>Desks to be 2m apart as children will spend longer times working at desks. Note: in Education minister's briefing, 17<sup>th</sup> May, the science advisor identified this as a higher risk than occasional</i>	<i>To apply to class and office doors. Internal lock door to remain closed. Wipes to available by the door</i>	

			<i>contact, such as passing in a corridor</i>		
In toilets middle cubicle/ sink/ urinal of 3 to be taken out of use.	Reviewing timetables to decide which lessons or activities will be delivered on what days.		The same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same.	Sanitising spray and paper towels to be provided in classrooms for use by members of staff	
<i>This is not possible due to the limited amount of cubicles, each group to be give one cubicle. One child in toilet at a time ( 2 for peschool and Reception)</i>	<i>To be done once whole school time table is confirmed</i>		<i>Each group has the same staff. In the event of staff absence, the school has limited capacity for cover. HT to do immediate short term but can only cover one group at a time. Options: group not available/supply cover used (what if they have been to another setting?)/ staff member from alternative group used. For every option parents would need to be informed</i>	<i>Additional paper towel dispensers installed, spray bottles need to be ordered</i>	
Put up laminated picture signs in toilets and classrooms in front of sinks showing handwashing	Smaller class groups identified (split in half, with no more than 15 pupils per small group to one teacher and, if needed, a teaching assistant).		Members of staff come to the classroom rather than groups of pupils circulate to different parts of the building/site.	Thorough cleaning of rooms at the end of the day.	



<i>Signage in place</i>	<i>Groups of no more than 15 and decided by physical size of the classroom</i>		<i>Children taught by one adult. Microsoft Teams used to give children online access to other staff in their normal class</i>		
Position clocks with second hand or timers near sinks to teach pupils to wash for 20 seconds.	For early years' settings, the employees to child ratios within Early Years Foundation Stage (EYFS) will determine groups of pupils.		Rooms accessed directly from outside where possible	Shared materials and surfaces cleaned and disinfected frequently (e.g. toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, etc.).	
<i>Songs to be prepared by teachers to be used instead. This will enable children to abide by the 20 second rule, even when not in school.</i>	<i>Covered in school plan</i>		<i>Possible for all rooms</i>	<i>In daily schedule</i>	
Make arrangements with cleaners for additional cleaning and agree additional hours to allow for this.	Identify and plan lessons that could take place outdoors.		The occupancy of staff rooms and offices limited.	Toys and play equipment appropriately cleaned between groups of pupils using it, and not shared with multiple groups.	
<i>Current cleaner does not have capacity - Contact Glen cleaning</i>	<i>Outdoor spaces timetabled. Shared resource pack of plans</i>		<i>Two separate staff rooms allocated. One for Team A and one for Team B. Calm room converted for this purpose.</i>	<i>EYFS equipment sorted into three groups to allow for use on a rotated basis. Children have individual</i>	

				<i>equipment where possible and shared equipment is regularly cleaned.</i>	
A COVID-19 message to display on screens when locked	Use the timetable to reduce movement around the school or building		Radios provided and/or encouraging use of phones to communicate between different parts of school.	Equipment used in practical lessons cleaned thoroughly between groups.	
<i>IT support to set this up</i>	<i>Timetable in place</i>		<i>Staff to check to see if mobile phones can access WiFi to allow for WhatsApp calls. Microsoft Teams set up in classrooms to allow for an additional channel of communication with SLT and to support safeguarding</i>	<i>Time table allows for this</i>	
Staff toilet protocol in place	Planning break times (including lunch), so that all pupils are not moving around the school at the same time.		Members of staff are on duty at breaks to ensure compliance with rules.	Outdoor equipment not used; or Outdoor equipment appropriately cleaned between groups of pupils;	
<i>Male and female toilets available, surfaces wiped down with anti-bac wipes after use (flush, taps, soap dispenser, lock and internal/external</i>	<i>Daily staggered timetable in place</i>			<i>Return plan allows for additional cleaning time on Wednesday</i>	

<i>handles) Signage provided</i>					
A space to be allocated for any child who is displaying symptoms .	Communicate to parents on the preventative measures being taken (e.g. post risk assessment on school website).			Multiple groups do not use outdoor equipment simultaneously	
<i>Y3 classroom to be used as breakout room unless needed for a child showing symptoms. This room will need to be deep cleaned if used by a child displaying symptoms</i>	<i>To be added</i>			<i>Timetable in place and resources allocated across the week</i>	
	Parents informed only one parent to accompany child to school.			Limit shared resources being taken home.	
	<i>This is part of the parental agreement</i>			<i>This is part of the parental agreement. Systems in place for essential items, such as reading books, to be kept separate during decontamination period</i>	
	Parents and pupils encouraged to walk or cycle where possible			Avoid sharing books and other materials	

	<i>Included in return to school communication</i>			<i>Individual stations where possible. Some sharing of toys etc. needed with younger children</i>	
	Staggered drop-off and collection times planned and communicated to parents.			No books or work handed in on paper. Use electronic submission or if paper put in quarantine (e.g. for 3 days).	
	<i>Parents have individual drop-off and collection times – family groups allocated similar time to ensure they are only on site at one time</i>			<i>Limited marking with books being set aside for 72 hours, children to self-mark where possible. Books not to be taken off site. School to explore use of SeeSaw</i>	
	Made clear to parents that they cannot gather at entrance gates or doors			Procedures should someone become unwell whilst attending school	
	<i>-signage -parental communication -parental agreement letter</i>			<i>Allocated space for child to be collected (if calm room staffroom 2 will need to be out of action until deep cleaned and default to staffroom one) Procedures shared with parents and staff and</i>	

				<i>displayed in staff rooms</i>	
	Encourage parents to phone school and make telephone appointments if they wish to discuss their child (to avoid face to face meetings)			Staff providing close hands-on contact with pupils need to increase their level of self-protection, such as minimising close contact and having more frequent hand-washing and other hygiene measures, and regular cleaning of surfaces.	
	<i>To be on website and in parental agreement</i>				
	Discourage parents and pupils from bringing in toys and other play items from home.			NOTE: Wearing a face covering or face mask in schools or other education settings is not recommended by PHE. The majority of employees in education settings will not require PPE beyond what they would normally need for their work (determined by existing risk)	

				<p>assessment), even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"><li>• pupils whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way;</li><li>• if a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.</li></ul> <p>If a member of staff insists on wearing a face mask, they may do so provided it does not hinder communication between adult and child. These masks</p>	
--	--	--	--	---	--

				must be bought from home and not from the school's supplies.	
	<i>To be on website and in parental agreement</i>			<i>PPE packs are being provided by GCC for all schools</i>	
	Communications to parents (and young people) includes advice on transport			Employees providing first aid to pupils will not be expected to maintain 2m distance	
	<i>Parents asked to not provide lifts for children outside of family group if they are in different school bubbles</i>			<p><i>The following measures will be adopted:</i></p> <ul style="list-style-type: none"> <li>• <i>washing hands or using hand sanitiser, before and after treating injured person;</i></li> <li>• <i>wear gloves or cover hands when dealing with open wounds;</i></li> <li>• <i>if CPR is required on an adult, attempt compression only CPR and early defibrillation until the ambulance arrives;</i></li> <li>• <i>if CPR is required on a child, use a</i></li> </ul>	

				<p><i>resuscitation face shield if available to perform mouth-to-mouth ventilation in asphyxial arrest.</i></p> <ul style="list-style-type: none"> <li><i>dispose of all waste safely.</i></li> </ul> <p><i>First aid kits are set up for each school bubble</i></p>	
	Daily briefing to pupils on school rules and measures with reminders before leaving rooms.			Should employees have close hands-on contact they should monitor themselves for symptoms of possible COVID-19 over the following 14 days.	
	<i>Social stories read to each class across the school day</i>			<i>Staff to report to SLT so they can monitor and support</i>	
	Review behaviour policies to consider how pupils not following distancing rules will be managed.			Employees providing nappy changing will not be expected to maintain 2m distance	
	<i>Behaviour annex to be added to include a statement that children will be sent home if they deliberately choose to</i>			<p><i>The following measures will be adopted:</i></p> <ul style="list-style-type: none"> <li><i>washing hands or using hand sanitiser, before</i></li> </ul>	



	<i>not social distance as an act of defiance</i>			<i>and after changing a nappy. Wear gloves and a disposable apron</i>	
	Employees fully briefed about the plans and protective measures identified in the risk assessment			To reduce contamination from home to school parents will be encouraged to remove and wash clothing at the end of the day	
	<i>Regular update and written documentation with Health and Safety training day 1<sup>st</sup> June</i>			<i>Children not required to wear school uniform and ask to wear clothing suitable for outdoors. This is part of the parental agreement</i>	
	Regular (daily) staff briefings			To reduce contamination from home to school staff will be encouraged to remove and wash clothing at the end of the day	
	<i>Email, teams and social distance briefings</i>			<i>Staff to wear clothing suitable for purpose in the school day and not required to bring in a separate PE kit for example</i>	

	Keeping in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security				
	<i>Scheduled calls including ones from pastoral support worker</i>				
	Communication with contractors and suppliers that will need to prepare to support plans for opening (e.g. cleaning, catering, food supplies, hygiene suppliers).				
	<i>Catering agreed Cleaning Hygiene?</i>				
	Communication with others (e.g. extended school provision, lettings, regular visitors, etc.)				
	<i>Lettings not to start back. Visitors to follow routines.</i>				

	Communication with others (e.g. extended school provision, lettings, regular visitors, etc.)				
	<i>Lettings to be contacted</i>				
	Limit visitors by exception (e.g. for priority contractors, emergencies etc.).				
	<i>SBM to manage</i>				
	Keep parent appointments / external meetings on a 'virtual platform.'				
	<i>If not possible, Head's office can accommodate one visitor</i>				

Provision map based on risk assessment

Phase One

Group	Location	Monday	Tuesday	Wednesday	Thursday	Friday
Pre-School / Reception	Pre-School / Reception Class	Group A NJ	Group A NJ	Deep clean and PPA	Group B LM and VR	Group B LM and VR
Year 1	Year 1 Class	Group A GM AB focus catch up group (pm)	Group A GM		Group B AB GM focus catch up group pm	Group B AB
Year 6	Year 5/6 Class	SA	SA		LJ	IJ
Key worker 1	Hut	SP AW	SP AW	SP AW	SP AW	SP AW
Key worker 2	Hall	JH Rob	JH Rob	JH Rob	JH Rob	JH Rob

For classes not in school teachers to include online team meetings for sub groups at a time

For classes in school. Adult from group A to do a Team call to Group B to read a story and visa versa

Phase Two

Group	Location	Monday	Tuesday	Wednesday	Thursday	Friday
Pre-School / Reception	Pre-School / Reception Class	Group A NJ LM	Group A NJ LM	Deep clean and PPA Remote staff meeting via Teams	Group B LM and VR	Group B LM and VR
Year 1	Year 1 Class	Group A GM	Group A GM		Group B AB	Group B AB

		AB focus catch up group (pm)			GM focus catch up group pm	
Year 2	Year 2 class	Group A DE	Group A DE JP focus catch up group (pm)		Group B JP (DR) DE focus catch up group (am)	Group B JP(DR) DE focus catch up group (am)
Year 3 /4	Year ¾ class	Group A KW CH ( focus catch up group am)	Group A K W CH ( focus catch up group am)W		Group B TB CH	Group B TB CH
Year 6	Year 5/6 Class	Group A (Y5) SA	Group A (y5) SA		Group B (Y6) LJ	Group B(y6) LJ
Key worker 1	Hut	SP AW	SP AW	SP AW	SP AW	SP AW
Key worker 2	Hall	JH RG	JH RG	JH RG	JH RG	JH RG

For children not in school, teachers to do online Team meeting for all year groups

Adult from Group A to lead a story via Teams for Group B

#### Rationale:

Social bubble sizes have been dictated by the size of classrooms / learning spaces, workstations have been created to allow for 2m social distancing. No spaces reach the 15 pupil cap.

Reception and pre-school have been counted as one group as the pre- school room can only be accessed through the reception classroom and has no separate access to toilets.

One toilet cubicle and sink has been allocated to each social bubble when on site (2 to reception ad pre-school)

The parental survey indicates that there will be limited uptake of places initially in Pre-school / Reception and Year 1. Year 6 will be significantly higher and potentially full. The risk assessment has been written to allow all children who are able to return to school when their phase is open. This has been partially based on the lessons learnt from the key worker/ vulnerable pupil group where numbers have increased rapidly.

- Number of social groups required for Phase One: 7
- (also small group for Additional SEND catch up sessions)
- Number of social groups required for Phase Two 11
- Number of toilet cubicles available: 8
- Number of spaces for groups:7 (plus library for SEND catch up for 2 pupils)

**Based on appropriate work spaces and toilet cubicles the school will need to follow a part-time timetable.**

If all the phase one groups are in at the same time 10 toilet cubicles would be required. On a part time timetable 7 are required.

Phase One plans have been made with due consideration being given to Phase Two. Spaces allocated to Phase Two are not being used in Phase One. This is to allow for consistency for children and ensures that spaces that have already been deep cleaned and prepared are not contaminated.

If government guidance changes to say that social distancing will not be required for Phase Two, this may delay the second phase. If the second phase is delayed it is anticipated that the key worker/ vulnerable pupil group will continue to grow. We have had to expand to two work spaces and, in this scenario, we will need to allow for three spaces. Phase One plans need to allow for this.

To allow for additional cleaning between groups and to ensure all teachers can access their legal entitlement to PPA the school will be open to key worker children only on Wednesday.

With the exception of pre-school/ reception, there will be no cross over of staff between groups. This allows for the best protection for staff and pupils and also means that if one group shows symptoms and is required to self-isolate for 14 days the other group can continue to run.

To support home learning additional input will be given using Team classroom for teachers to interact with children. A part-time table will allow for teachers to be able to interact with children whose parents choose to not send their children to school or are unable to do so for medical reasons. If a part-time teacher's hours have all be allocated on-site, this role will be covered by an identified TA. All teachers will receive their PPA.