

Planning for September 2020 (1st Sept to October ½ term 2020)



Parent and learner information

The information in this document provides parents and learners details of how we intend to operate at Greenhill on our return in September at the start of the new academic year. Given the uncertainty and changing nature of the guidance relating to COVID19 this plan will, by necessity, be under consistent review and changes implemented where appropriate. In the first instance, this plan is intended to cover operations in the first half of the autumn term. As the plans develop we will communicate changes to parents and learners through the usual line of communications.

Guiding principle

Our primary guiding principle is to achieve resilient and responsive COVID secure operations, balancing the guidance provided by Welsh Government and the operational realities relating specifically to Greenhill school.

Consideration 1. Should pupils remain largely in one location and staff move or should staff be static, and pupils move to lesson – reflecting more normal operations? Given that leaving pupils in one location whilst staff moved would leave pupils unsupervised at various points in the day, it was felt that this created safeguarding concerns. The confinement of pupils in one space for long periods of time was also likely to make it difficult for adolescents to remain focused, particularly individuals with ADHD. As the creation of good air flow through rooms and buildings is considered desirable then this would be aided by the movement of pupils around the building. The risk of infection as a result of walking past someone is also considered low risk.

It was also considered to be more supportive of the mental health and wellbeing of teachers, who are at greater risk of and from infection to give them control of their classrooms. This also meant that staff would be very familiar with the learning space as well as having all their resources to hand. It was assessed that staff consistently using their own desk and equipment would reduce the risk of cross contamination when compared to staff moving to multiple locations. The assessment of risk therefore indicates that the most vulnerable member of our community i.e. staff, would be best served by staff remaining in one place and pupils moving from lessons to lesson. However, there will be some adjustment to the lesson change over to minimise the risk of bottlenecks in corridors.

Consideration 2 – Resilience. Implementing a plan that will maximize our ability to deliver the curriculum.

Structure of the day. When considering the structure of the day and achieving a COVID secure operation we had to consider all contingencies. Our biggest challenge in this regard was consideration of the supervision and maintenance of pupil contact groups and social distancing between those groups during breaks and lunchtime. When the weather is fine (dry) pupils can move quickly outside at break and lunchtime, however, the weather in Pembrokeshire can change rapidly so becoming inclement. In such circumstances it would not be practical, from a supervisor perspective nor COVID secure for pupils or staff, if pupils were required to remain inside. As a result, our day has been structured to accommodate the prevailing and likely weather conditions for the Autumn Term. Given the use of school transport and unpredictable nature of the weather it is not practically feasible to have fine weather/foul weather options (decided on a day to day basis). The use of school transport also precludes the use of staggered starts and ends to the school day for different groups.

Scalability. It is likely that during the autumn term that we may either have a further relaxation of the regulations or greater restrictions, which may include further periods of lockdown/school closure. We are required to plan for such contingencies. Our structure therefore had to be able to be easily scaled up or back as necessary. If there is a further relaxation of the regulations then we will easily be able to scale up our planned structure without the need for extensive re-timetabling of staff, rooms or groups. Metaphorically we will extend our operation like the concertina on an accordion.

Similarly, should we needed to ‘scale back’, the provision of blended learning sessions for all learners and staff will ensure that their skills remain sharp and the technology resilient to quickly meet the changing circumstances.

When considering the scalability aspect of our structure, we had to consider the potential impact of staff absence due to sickness or the need to isolate. This has been perhaps one of the major considerations when deciding on how teaching groups would be constructed and allocated. We have taken the view that it would be best for pupils to be taught in the usual sets by their allotted teachers wherever and whenever possible. This will give pupils the greater level of confidence and consistency in support of their learning.

Remaining Challenges. Our major remaining challenge, with respect to sustainable operation, is of course the continued health and well-being of staff. Without sufficient staff, who are fit and well, both physically and mentally it will become impossible to maintain a full operation. Given the subject specialism of secondary teachers this is not a simple matter of numbers. It is impossible to know how many school staff may become sick during the term and will be required to be more cautious than usual about attending if they feel unwell. There are limited resources to increase our cover provision. This will become the single most critical factor in maintaining our planned provision.

Additionality - In addition to the delivery of the timetabled lessons, provision also needs to be made to support groups that have exams at the end of the academic year and vulnerable pupils who require targeted support, so that their chances of academic attainment is not compromised as a result of the impact of the pandemic. Some aspects of this may be provided through virtual means, face to face sessions or a blended learning approach. As we establish and embed our routines we will be implementing, in a step by step approach, additional support.

Phased return of pupils

The beginning of the academic year will provide pupils in year 7 with an opportunity to transition to Greenhill, following the absence of planned transition events during school closure. Pupils in years 11 – 13 will commence their academic year with uninterrupted learning following two days planning for school reopening. Pupils in years 8 – 10 will spend one day at Greenhill with a reduced population, this will allow pupils to familiarise themselves with the school and its operational procedures. Greenhill will be fully operational delivering a broad and balanced curriculum from Wednesday 9th September.

Week beginning Monday 31st August 2020

WEEK A	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Bank Holiday	Planning Day 1	Planning Day 2		
Year 8					
Year 9					
Year 10					
Year 11					
VI Form					

Week beginning Monday 7th September

WEEK B	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7			Fully operational timetable		
Year 8					
Year 9					
Year 10					
Year 11					
VI Form					

Pupils present 

Pupils not present



Contact Groups

- KS3 pupils' contact groups will comprise of those in their teaching sets (iLEARN). The only exception to this will be for PE and DT where the contact groups will be made of consistent subject groups.
- KS4 and KS5 contact groups will be comprised of pupils within specific year groups, with pupils following timetables to include option subjects. i.e. year 10 pupils will only be in close contact with other year 10 pupils, etc.
- Interaction between contact groups will be minimized through supervised and enforced movement control measures, staggering of lesson change overs and dismissal. Pupils will be given clear instructions about what is required and frequent reminders through the day. This will include the requirement to walk in single file, on the left-hand side in corridor and staircases.
- The school day will start immediately with lesson one, to eliminate the cross contamination of pupils that would take place with during registration in our house system with mixed year groups. Lesson 1 will also become the a.m. registration point.
- Cleaning routines at the end of every lesson will reduce the risks of transfer between contact groups. This will provide both pupils and staff with a clean environment on arrival. Pupils will be required to be part of and actively contribute to these routines.

Blended Learning

- Delivery of blended learning lesson (as seen in the table below) will allow staff and pupils a break during the learning day which will be within their own year group. This will facilitate access to the canteen and outdoor spaces and fresh air, whilst maintaining appropriate group and social distancing.
- Pupils will have at least one lesson of blended learning each day, enabling pupils to develop the skills of blended learning in the event of such an approach being required at a later date. Blended learning will continue to enhance the independent skills pupils developed during school closure.
- Blended learning lessons provide pupils with thirty minutes of face to face learning with their subject teacher and will require **at least thirty** minutes of independent work to be complete at home, either online or using the exercise books or worksheets, as determined by the class teacher.

The School Day

In order to provide pupils with a broad and balanced curriculum, while allowing pupils to remain in contact groups the school day has been temporarily amended. We will return to the usual times and pattern as soon as it is considered COVID secure to do so. This may be in stages rather than in one step.

Lesson	Time
Arrival	08.30
1	8:40 – 9:40
2	9:40 – 10:40
3	10:40 – 11:40
4	11:40 – 12:40
5	12:40 – 13:40

The beginning of the school day

On arrival pupils will proceed immediately to lesson one, where they will be greeted by their teacher from 8:30am. Pupils will enter via the pupil entrance closest to their first timetabled lesson.

Attendance

All pupils are expected to attend all sessions.

Pupils' attendance will be registered in every lesson, within the first 5 minutes of the lesson start time. Pupils arriving after this time will be marked 'late'. For the purposes of official school registration lesson 1 and 5 will be nominated for a.m. and p.m. registration.

Lesson change over

At the end of the lesson staff will direct pupils and where necessary provide guidance on the most appropriate route to the next lesson, avoiding corridors where possible e.g pupils leaving Music to attend Maths would exit at the main hall and make their way to the Maths block using the outdoor route around the gyms (except on days where weather is particularly poor). Pupils will be dismissed minutes either side of the bell to ensure a steady, easy flow of traffic. On arrival at their next lesson pupils will enter the room immediately under the supervision of staff or as soon as the room has been vacated.

Break

Pupils will have a twenty-five-minute **supervised** break during the school day. Pupils will leave their bag/ belongings in their classroom and be escorted to the canteen in the allotted time (table below). **ALL** pupils will use the canteen queuing system to ensure the year group remains together as a contact group. Whilst in the canteen pupils will be supervised by the leadership team, lunchtime supervisors and canteen staff. Once pupils have finished their break, they will be supervised on the school grounds (on dry days) before being returning to their class. ALL pupils will return to their lesson after break and be dismissed to the next lesson by their classroom teacher.

Blended lesson/break timetable.

Lesson	Blended Learning	Break
2	Year 10	10:10- 10:35

3	Year 7	10:40 - 11:05
	Year 8	11:10 - 11:35
	VI Form	As directed by staff
4	Year 9	11:40 - 12:05
	Year 11	12:10 - 12:35

Blended Learning

Lessons that fall on a break period are defined as ‘blended learning’ lessons. Such lessons will be a combination of face to face learning in the classroom and learning at home. Each pupil will have one blended learning lesson each day. We must ensure that the blended learning approach provides pupils with one hour of learning. Parents will be informed that their children will be expected to complete at least half an hour of blended learning each day **in addition** to their homework.

Cleaning

All high contact points, toilets and changing rooms will be cleaned on rotation whilst lessons are taking place. This means all high contact points etc will be cleaned between every lesson change over. Pupils under the supervision and direction of staff will be responsible for the cleaning of **their individual work area** on arrival at each lesson. Pupils will be briefed on this procedure during their first day in school.

The end of the school day

Buses will arrive at 13:30 and depart Greenhill at 13:55. Staff will direct pupils to the nearest exit and pupils will be dismissed by their classroom teacher at staggered points, this will ensure a smooth transfer to buses and home (details to follow). Pupils will be supervised onto their buses 13:40 – 13:55 by senior leaders and staff who are not teaching lesson five.

Uniform

Normal school uniform, including PE kit will be worn from the start of term. Pupils will be strongly encouraged to change out of uniform when they return home each day and to hang it in a well aired area in the house.

Pastoral Welfare and Support

Pastoral welfare and support continue to be the responsibility of the pupil's tutor and Head of House. During the course of the week a tutor will actively engage with each pupil in their form. This may be in school, via Google Classroom, e-mail or by telephoning home in the afternoon. Any pupil who is struggling either emotionally or academically must contact either their tutor or their Head of House. If your child is struggling, then you must let their tutor or Head of House know as their primary role is to attend to the welfare of the children under their care.

Canteen

Pupils purchasing food from the canteen or entitled to free school meals must present their food card at the till and the card must have enough funds on the account to purchase food taken. Once taken food cannot be returned and therefore it will be charged to the pupil's account. Parents are reminded that charges made to card will have to be paid and the debt that is owed is between the parent and Pembrokeshire County Council, not the school.

Pupils who bring packed lunches will be required to eat food in the dining hall or allocated outdoor area, but nowhere else.

Pupils in Year 10 and 11 will be required to remain on site throughout the day. They will not be able to leave the site during their allocated break.