

**Extended communication for RGS reopening 2020- Parents**

Information below comes from Gov.UK – <a href="#">Guidance for full opening: schools</a> : August 7 <sup>th</sup> 2020	
Concern	Guidance
Models of School opening	<p>The RGS has planned comprehensively for 4 different scenarios.</p> <p>All boys should ensure that they have a fully charged device, such that they can access Teams, and earphones with them at all times.</p>
Catering	<p>We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals.</p> <p>School kitchens must comply with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>.</p>
Process in event of outbreak	<p>If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice.</p> <p>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. The RGS will be ready to switch to remote learning instantly, should this be needed.</p>
Test and Trace - boys	<p><b>It is of absolute importance that all stakeholders understand that we, as a School, will not be able to share any personal details of any individual testing positive. This includes the name of said individual, unless advised otherwise by PHE.</b></p> <p>Please do not send your son into School if he is unwell. If he becomes unwell during the school day, we will ask for him to be collected as soon as is possible. For the safety of the School community please have alternative arrangements for collection in place should you work at some distance from the School.</p> <p>The School is clear on the NHS Test and Trace process and how to contact our local <a href="#">Public Health England health protection team</a>. Staff members and parents/carers should be aware that they must be ready and willing to:</p>

- book a test if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS [testing and tracing for coronavirus website](#), or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

By the autumn term, we will be provided with a small number of home testing kits that we can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where we think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits. We will also hold some of these kits in Boarding.

We ask parents to inform us immediately of the results of a test:

- 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 household can stop self-isolating.
- 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 a person first becomes 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 continue self-isolating for the full 14 days.

	<p>For individuals or groups of self-isolating pupils, we will have remote education plans in place. These meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we have the capacity to offer immediate remote education.</p>
Attendance	<p>In March when the coronavirus (COVID-19) outbreak was increasing, no parent was penalised or sanctioned for their child's non-attendance at school.</p> <p>However, from September 1<sup>st</sup> 2020, school attendance will be mandatory again. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> <li>• parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;</li> <li>• schools' responsibilities to record attendance and follow up absence</li> <li>• the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</li> </ul> <p><i>Pupils who are shielding or self-isolating</i></p> <p>Gov.UK now knows much more about coronavirus (COVID-19) and so states that there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school.</p> <p>To note:</p> <ul style="list-style-type: none"> <li>• a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</li> <li>• shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the <a href="#">current advice on shielding</a></li> <li>• if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore, they may be temporarily absent (see below).</li> </ul>

	<ul style="list-style-type: none"> <li>• some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at <a href="#">COVID-19 - 'shielding' guidance for children and young people</a></li> </ul> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, the School must immediately offer them access to remote education. We will also monitor engagement with this activity.</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><i>Pupils and families who are anxious about return to school</i></p> <p>All other pupils must attend school. We are aware of potential concerns of pupils, parents and households who may be reluctant or anxious about returning and have the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p> <p>If parents of pupils with significant risk factors are concerned, we will offer opportunities for those parents to discuss their concerns. We will share the RGS Risk Assessment with parents. We will, however, be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).</p>
PPE	<p>Government advice states that the majority of staff in education settings will not require PPE beyond what they would normally need for their work, and not at all by boys.</p> <p>The RGS, however, will support all boys should they wish to wear masks or gloves. We ask that they do so responsibly and maturely and take responsibility for the disposal of said items in bins that are fitted with lids.</p>
Outside meetings with parents	<p>We ask that staff minimize physical meetings with parents. Meetings should, if possible, be held via Teams Meetings.</p>

	Where this is not possible, visitors to the site will be asked to sign a disclaimer on entrance to the site.
Co-curricular Provision	<p>We will resume any co-curricular provision, where possible, from the start of the autumn term. We recognise that we need to be flexible and build this up over time, and we ask for your patience in this. Mr Clatworthy, our Director of Co-Curricular, will support all staff in this, and has built a domestic co-curricular programme for the coming year which he will share with parents at the start of term. Our provision is designed to offer all pupils opportunities to re-engage with their peers and with the School.</p> <p>We will use small, consistent groups for Co-Curricular Clubs; staff will be diligent in taking attendance registers for these clubs.</p>
Educational visits	<p>The Government continues to advise against domestic (UK) overnight and overseas educational visits at this stage see <a href="#">coronavirus: travel guidance for educational settings</a>.</p> <p>In the autumn term, schools can resume non-overnight <b>domestic</b> educational visits.</p>
Teaching expectations	<p>The key principles that underpin our advice on curriculum planning are:</p> <ul style="list-style-type: none"> <li>• education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</li> <li>• 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.</li> <li>• 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. The RGS expects full participation of boys who are learning remotely, unless ill. This will be monitored by their full participation in Assignments set on Teams.</li> </ul> <p>Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:</p> <ul style="list-style-type: none"> <li>• Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content: Up to and including key stage 3, <b>prioritisation within subjects of the most important components for progression is likely to be more</b></li> </ul>

**effective than removing subjects**, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading

- Aim to return to the school's normal curriculum in all subjects by summer term 2021: Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.
- Plan on the basis of the educational needs of pupils: Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.
- **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.

Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.

Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.

For pupils in Key Stage 3, the curriculum should also remain broad from Year 7 - 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education. For pupils in Year 7, it may be necessary to address gaps in English and Maths by teaching essential knowledge and skills from the Key Stage 2 curriculum.

### **Specific points for Key Stages 4 and 5**

As with earlier key stages, it is likely that pupils in Key Stage 4 and 5 will need extra support to catch up on any content they have missed, but the school curriculum may be less flexible given the requirements of qualification specifications.

To ensure exams and assessments next summer are as fair as possible, and take into account any public health requirements and the wellbeing of students, [Ofqual is currently consulting on proposals for next year](#), and will confirm its decisions as soon as possible to allow time for schools to prepare.

The vast majority of pupils in Year 10 and 11 are expected to continue to study their examination subjects. This will support them towards their preferred route to further study.

In exceptional circumstances, it may be in the best interests of a Year 11 pupil to discontinue an examined subject because the school judges that, for example, they would achieve significantly better in their remaining subjects as a result, especially in GCSE English and Mathematics. School leaders are expected to make such decisions in discussion with pupils and parents and informed by ongoing assessment of a pupil's progress and wellbeing, using the existing discretion that schools already apply on these matters.

Pupils in Years 12 and 13 are more likely to undertake self-directed study, but may still need additional support. Compared to Key Stage 4, there is less scope to drop an examined subject as fewer qualifications are studied at this key stage. Discontinuing a subject is therefore likely to significantly limit choices for further study and employment, so is expected to be rare.

### **Music**

Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take

	place in larger groups such as school choirs and ensembles, or school assemblies. Further more detailed DfE guidance will be published shortly.
Parents Evenings	The RGS is exploring software which will enable remote Parents Evenings. We will update all staff, boys and parents as soon as is possible.
Catch up support	<p>The Government has announced a package worth £1 billion to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published <a href="#">guidance on effective interventions to support schools</a>. For pupils with complex needs, the Government strongly encourages schools to spend this funding on catch-up support to address their individual needs.</p> <p>Alongside this universal offer, the Government will roll out a <a href="#">National Tutoring Programme</a>, worth £350 million, which will deliver proven and successful tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening. The evidence shows that tutoring is an effective way to accelerate learning, and the Government therefore believe a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school being restricted.</p> <p>TAA for Years 10 and 11 will only run for CCF. All other activities will be suspended and boys will be asked to study privately at home whilst the RGS targets support across subjects for Years 10 and 11 where needed on an individual basis.</p>
Year 11 and 13	<p>Timing of UCAS exam (wc 28 September) and mock week (Year 11 wc 4/1 and 11/1 : Year 13 wc 25/1)</p> <p>For the summer 2021 exams, the Government recognises that pupils in Years 11 and 13 will have missed a critical period of their education due to lockdown in the 2019 - 2020 academic year. It is vital that these pupils are able to catch up and access exams that lead to the qualifications they need to progress. The Government is planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations, including those which will free up teaching time. Ofqual is currently <a href="#">consulting on proposed adaptations to exams</a>.</p>
Boys sitting exams in	There will also be an exam series taking place in autumn 2020. Following the cancellation of summer 2020 exams, the exam boards have provided students with calculated grades (except in some exceptional cases) this



Autumn – expectation on staff to support	<p>summer alongside their Centre Assessment Grades and students will use these to move onto their next step. DfE has, however, also <u>announced that there will be an opportunity for students to sit exams in the autumn</u> and Ofqual has confirmed these exams will be available in all subjects. Where a student wishes to sit an exam, DfE’s guidance on <u>Centre responsibility for autumn GCSE, AS and A level exam series</u> sets out that we expect the centre that entered them for the summer series to enter them in the autumn series and take overall responsibility for ensuring that they have somewhere appropriate to sit their exams. The Government are also exploring further ways in which it might be possible to minimise additional burdens on centres whilst ensuring that exams remain accessible for students.</p> <p>Mr Eve will be organizing additional support for those boys sitting exams in the Autumn. This will be outside normal school hours and we will provide details in the first two weeks of term. Please be aware that we do not have the capacity to face the challenges of offering teaching in School and remote learning, and further offering catch up sessions in addition. We wish this were not the case, but we are already asking staff to ‘double’ their work and we must protect staff well-being for what could be a long-term challenge.</p>
Physical Activity in school	<p>The RGS will continue to offer an extensive Physical Activity programme. Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p>
Pupil Wellbeing	<p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and</p>

	<p>be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</p> <p>Mrs Booth, Assistant Head, will lead on the School's comprehensive approach, which will be shared with staff at the start of the Autumn Term.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>• Support the rebuilding of friendships and social engagement</li> <li>• Address and equip pupils to respond to issues linked to coronavirus (COVID-19)</li> <li>• Support pupils with approaches to improving their physical and mental wellbeing</li> <li>• Offer support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues</li> <li>• Offer support for pupils with additional and complex health needs</li> <li>• Continue to support vulnerable children and keeping children safe</li> </ul>
Behaviour Expectations	<p>The RGS has updated its Behaviour Policy which can be found on the website.</p> <p>It is only possible to reopen the School if every member of our community plays their part in as responsible and mature way as they are able. We ask that you impress this upon your sons. We are very much looking forward to seeing them and hope for the School to run as smoothly as is possible for the benefit of all. Boys will be reminded of behaviour expectations during Form Time and with posters around the School. The School will continue to operate a one-way system.</p>
School Uniform	<p>The Government encourages all schools to return to their usual uniform policies in the autumn term as uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</p> <p>We will return to full uniform, although we will show some degree of flexibility regarding coats, gilets, hoodies, hats and gloves as the weather becomes colder. This is because we will have the doors and windows open, in line with guidance provided to school leaders to maintain ventilation as much as is possible.</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 to normal cleaning methods.</p>

Staggered day	<p>To minimize mixing during the school day, to the best of our ability, whilst delivering a full timetable, we will stagger the timetable. We will also bubble Year Groups during break and lunch and allocate specific 'playing areas' to them. Specific times for food allocation will also be implemented, and staff supervision in the Dining Hall will be vital to ensure success.</p> <p>Details can be found below.</p>
Ventilation	<p>As shared within 'School Uniform', all windows and doors will remain open, even as the weather becomes colder. This is in line with guidance and is because, as humidity drops as we move into the colder months, the virus will stay airborne for longer.</p>
Classroom cleaning	<p>Teaching staff will clean all desks between lessons.</p>
Book marking	<p>We ask that staff do not take in work to mark physically <b>where possible</b>. They will continue to mark work electronically, building on the work from the summer term.</p> <p>Where this is not possible, eg Art, staff must take work in, leave it to 'stand' for 3 days, mark and then leave to stand for an additional 3 days before returning it. This timeframe is based on <a href="#">this paper</a> shared in the Lancet.</p>
Transport	<p><b>For your son's safety, and that of other students, we ask that parents do not drop off their sons in the Uplyme car park</b></p> <p><i>Dedicated school transport, including statutory provision</i></p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will <b>not</b> apply from the autumn term on dedicated transport.</p> <p>The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for our school. We will request the following of our boys and providers:</p>

- where possible how pupils are grouped together on transport should reflect the bubbles that are adopted within school
- use of hand sanitiser upon boarding and/or disembarking
- additional cleaning of vehicles
- organised queuing and boarding where possible
- distancing within vehicles wherever possible
- the use of face coverings for children (except those under the age of 11), where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet

We will implement a stringent queuing system at Chadwick Street, ensuring that boys remain in their bus bubbles as much as is possible. We ask that boys queue at their bus sign, in their Year Groups, and only leave the site IN AN ORDERLY MANNER when the teacher-in-charge invites them to do so. Your support in this will be very much appreciated.

#### *Wider public transport*

Some of our pupils use the wider public transport system, particularly public buses. The Government expects that public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.

To facilitate the return of all pupils to school, it will be necessary to take steps to both depress the demand for public transport and to increase capacity within the system. Both will require action at a national and local level.

Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. For some families, driving children to school will also be an option.

Families using public transport should refer to the [safer travel guidance for passengers](#).

Risk  
Assessment

The RGS Coronavirus Risk Assessment is available to all members of our community at all times on our website. It is reviewed on a fortnightly basis.

**For staff, boys and parents**

1. Timing of school day

	Year Groups	
Timings	7, 10, 12	8, 9, 11&13
0845	arrival	arrival
0900	start - 1	
0905		start - 1
940	2	2
1020	break	3
1100	3	break
1140	4	4
1220	5	5
1300	lunch	6
1340	6	lunch
1420	7	7
1500	8	8
1535	finish	
1540		finish

2. Break arrangements

**1020-1100**

Year Group	Social area	Catering Arrangements		
		Canteen time	Snack shack timing	School shop timing
Year 7	Year 7 playground	1020	1035	1045
Year 10	Snack shack area	1035	1045	1020
Year 12	School House area	1045	1020	1035

#### 1100-1140

Year Group	Social area	Catering Arrangements		
		Canteen time	Snack shack timing	School shop timing
Year 8	Year 7 playground	1100	1115	1125
Year 9	Snack shack area	1115	1125	1100

Year 11	School House area	1125	1100	1115
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3. Lunch arrangements

**1300 - 1340**

Year Group	Social area	Catering Arrangements		
		Canteen time	Snack shack timing	School shop timing
Year 7	Year 7 playground	1300	1315	1325
Year 10	Snack shack area	1315	1325	1300
Year 12	School House area	1325	1300	1315

**1340-1420**

		Catering Arrangements
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Year Group	Social area	Canteen time	Snack shack timing	School shop timing
Year 8	Year 7 playground	1340	1355	1405
Year 9	Snack shack area	1355	1405	1340
Year 11	School House area	1405	1340	1355

4. Year 13 on site between 0845 and 1300, unless timetabled for afternoon lessons
  
5. Year 12 on site between 0845 and 1300, unless timetabled for afternoon lessons. PS cover Periods 1,2, 5 and 6.
  
6. TAA – CCF as normal. All other TAA to be private home study. Teachers no longer running TAA to offer support classes to targeted boys during Thursday 7&8