



# STAR ACADEMY SANDYFORD

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



## 2020-2021

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

Short Absence (Symptoms – Negative Result)	Longer Absence (Positive Result/Quarantine for travel/track and tracing etc.)	Bubble closure/Local Lockdown/Tier 4
<ul style="list-style-type: none"> <li>• Paper-based learning materials across the curriculum for the equivalent of a full timetable to be distributed using the academy’s known method e.g. online learning platform, collection,</li> <li>• Website prepared for day one provision.</li> <li>• Frequency of KIT phone calls from academy staff (class teacher wherever possible) re: safeguarding, well-being, academic progress to correlate with <b>minimum</b> frequency detailed below, but will be more often wherever possible.</li> <li>• All completed work to be returned to the academy               <ul style="list-style-type: none"> <li>i. On swift return following negative test result</li> <li>ii. Via drop-off, post or collection in the event of a longer absence (quarantined)</li> </ul> </li> <li>• In the event of a positive test result of a pupil, whilst the above provision would remain, completion of the above would not be expected whilst the child is unwell</li> <li>• In the event of a positive result of a family-member which results in quarantine but the child is well, academies will prepare learning immediately for longer absence.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning materials (paper-based and/or online depending on the academy’s most effective approach and the context and accessibility of the child(ren) concerned) to be distributed/shared to cover the full curriculum for the equivalent of a full timetable for the period of absence</li> <li>• Wherever possible, child(ren) to be provided with a device to access learning/resources remotely</li> <li>• Content of the learning materials to ensure progression through the curriculum aligned with               <ul style="list-style-type: none"> <li>i. Teacher’s planned curriculum content</li> <li>ii. Age/stage appropriate, progressive curriculum content from alternative Dfe recommended source e.g. Oak National Academy</li> </ul> </li> </ul> <p>Frequency of KIT phone calls from academy staff (class teacher wherever possible) re: safeguarding, well-being, academic progress to correlate with <b>minimum</b> frequency detailed below, but will be more often wherever possible.</p>	<ul style="list-style-type: none"> <li>• Provision for key worker and critical worker pupils to mirror the progressive, curriculum detailed below but delivered within the academy</li> <li>• Learning materials (paper-based and/or online depending on the academy’s most effective approach and the context and accessibility of the child(ren) concerned) to be distributed/shared to cover the full curriculum for the equivalent of a full timetable for the period of absence</li> <li>• Wherever possible, child(ren) to be provided with a device to access learning/resources remotely</li> <li>• Content of the learning materials to ensure progression through the curriculum aligned with               <ul style="list-style-type: none"> <li>i. Teacher’s planned curriculum content</li> <li>ii. Age/stage appropriate, progressive curriculum content from alternative Dfe recommended source e.g. Oak National Academy</li> <li>iii. Use of pre-recorded and/or live lessons</li> </ul> </li> <li>• Frequency of KIT phone calls from academy staff (class teacher wherever possible) re: safeguarding, well-being, academic progress to correlate with <b>minimum</b> frequency detailed below, but will be more often wherever possible.</li> <li>• Socially distant home visits to take place where vulnerability RAG rating determines these necessary.</li> <li>• Teachers continue to plan for the delivery and assessment of a progressive curriculum using the guidance above</li> </ul>

## Minimum Frequency for KIT Phone Calls

CP	EHCP, CIN	Early Help, wider vulnerable	All other
Daily	Every 2 days	Every 3 days	Weekly

## Remote Education

### Remote Education Lead: Mrs. Kate Wildman

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

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

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

- Child invited into the academy to continue their education with the support as outlined in EHCP
- Additional calls home to support learning
- Bespoke learning packs to support at home are accessible
- All website provision and learning packs differentiated where necessary
- Additional concrete equipment sent home to support learning further

## Study Time

Each academy will share a timetable. Early Years will share a daily session and rotate an English and Maths focus – numbered on the timetable and website for reference. All weekly activities are shared on the website for parents to access with a focus of learning through play and language extension.



**Remote Learning Timetable KS1 and KS2**

	Activity One	Activity Two	Morning Break	Activity Three	Activity Four	Lunch Break	Activity Five	Activity Six	Afternoon Break	Activity Seven	Epic Reading
<b>Monday</b>	Daily starter	Maths <i>(Hamilton Trust)</i>		English <i>(Hamilton Trust)</i>	Reading KS2 Phonics KS1		Spelling/ Handwriting <i>(EdShed/ Letterjoin)</i>	Wider Curriculum <i>(Building Blocks)</i>		Assembly theme	
<b>Tuesday</b>	Daily starter	Maths <i>(Hamilton Trust)</i>		English <i>(Hamilton Trust)</i>	Reading KS2 Phonics KS1		Spelling/ Handwriting <i>(EdShed/ Letterjoin)</i>	PE		Wider Curriculum <i>(Building Blocks)</i>	
<b>Wednesday</b>	Daily starter	Maths <i>(Hamilton Trust)</i>		English <i>(Hamilton Trust)</i>	Reading KS2 Phonics KS1		Spelling/ Handwriting <i>(EdShed/ Letterjoin)</i>	Wider Curriculum <i>(Building Blocks)</i>		PHSE <i>(JIGSAW)</i>	
<b>Thursday</b>	Daily starter	Maths <i>(Hamilton Trust)</i>		English <i>(Hamilton Trust)</i>	Reading KS2 Phonics KS1		Spelling/ Handwriting <i>(EdShed/ Letterjoin)</i>	Wider Curriculum <i>(Building Blocks)</i>		Wider Curriculum <i>(Building Blocks)</i>	
<b>Friday</b>	Daily starter	Maths <i>(Hamilton Trust)</i>		English <i>(Hamilton Trust)</i>	Reading KS2 Phonics KS1		Spelling/ Handwriting <i>(EdShed/ Letterjoin)</i>	PE		Assembly <i>(Votes for schools)</i>	

*Early Years Home Learning Timetable*

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.15am	Register / Bay Time	Bay Time	Bay Time	Bay Time	Bay Time
9.15 -10am	Literacy Focus Activity 1	Maths Focus Activity 1	PSEB - Jigsaw	Literacy Focus Activity 3	Maths Focus Activity 3
10- 10.30am	Adult supported Play	Adult supported Play	Adult supported Play	Adult supported Play	Adult supported Play
10.30-11am	Snack / Outdoor Play	Snack / Outdoor Play	Snack / Outdoor Play	Snack / Outdoor Play	Snack / Outdoor Play
11.00 -11.15am	Ten Town	Ten Town	Ten Town	Ten Town	Ten Town
11.15-11.30am	Wash Hands / Toilet Time	Wash Hands / Toilet Time	Wash Hands / Toilet Time	Wash Hands / Toilet Time	Wash Hands / Toilet Time
11.30-12pm	Lunch	Lunch	Lunch	Lunch	Lunch
12.00-12.30pm	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play
12.30-12.40pm	Register	Register	Register	Register	Register
12.40-1.00pm	Phonics	Phonics ( Reception only )	Phonics	Phonics ( Reception only )	Phonics
1.00-1.30pm	Adult Supported Play	Adult Supported Play	Adult Supported Play	Adult Supported Play	Adult Supported Play
1.30-2.15pm	Creative / Understanding the World Activity 1	Fine Motor Skills Literacy Activity 2	Creative / Understanding the World Activity 2	Key Number Skills Maths Activity 2	Creative / Understanding the World Activity 3
2.15-2.30pm	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play
2.30-2.45pm	Story Time	Story Time	Story Time	Story Time	Story Time

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

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

- Wherever possible, pupils should follow the structure of the academy’s suggested timetable which will accompany the remote education resources
- Pupils must take regular breaks between periods of study as they would when attending the academy in person

## Online Remote Education

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

The following allow parents to access the learning and return the learning to the academy for daily feedback:

- Website [Home - Star Academy Sandyford - Desire to learn, learn to achieve \(attrust.org.uk\)](#)
- Class dojo - <https://teach.classdojo.com/>

In addition, the website will send links to the following:

- Doodle - [DoodleMaths Web App](#)
- Loom - [Loom | Free Screen & Video Recording Software](#)
- Hamilton Trust - [Learning at Home packs | Free Home Learning Packs for Primary Maths & English | Hamilton Trust \(hamilton-trust.org.uk\)](#)
- Zoom - [Video Conferencing, Web Conferencing, Webinars, Screen Sharing - Zoom](#)
- Edshed - [EdShed](#)
- Letter join - [Letter-join. Cursive handwriting resource for school and home.](#)
- Epic - [Log In \(getepic.com\)](#)
- Corbett maths - [5-a-day – Corbettmaths Primary](#)
- Collins Big Cats - [Collins Connect](#)
- Language angels - [Language Angels - Schools](#)
- You-tube for specific links to books, joe wicks PE, phonics - [YouTube](#)
- Pobble 365 - [The Curiosity Shop \(pobble365.com\)](#)

## Paper-based Remote Education

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

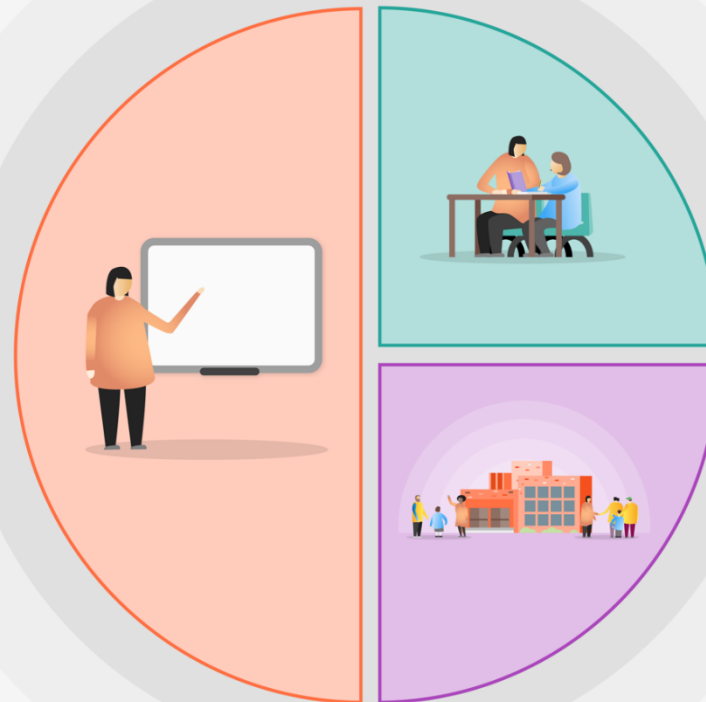
## Engagement and Feedback

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

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

# 1 Teaching

- Quality First Teaching supported by evidence based CPD for teachers and support staff.
- A peer-support model to planning which supports subject knowledge and embeds research-based practice
- A broad and engaging curriculum that focuses on building on skills acquisition
- Whole-class reading approach underpinned by clearly defined formative assessment practices.
- Curriculum ‘essentials’ for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Development of a Systematic maths curriculum supported by Hamilton.
- Additional streamed phonics sessions for KS1
- Reading squads to ensure daily reading for all children



# 2 Targeted academic support

- Same-day in-class intervention.
- Teacher-led targeted group teaching for Year 5 and Year 6 pupils.
- Specific intervention programmes led by both Teachers and Teaching Assistants.
- Baseline assessments to ensure gaps are closed through targeted QFT, skills and knowledge.

# 3 Wider strategies

- Daily breakfast club in bubbles.
- A rich PHSE programme to promote positive mental health
- Targeted mental health identification and support
- Use of class novels and texts to help children engage with and understand their own emotions.

**Primary  
Diagnostic Assessment Overview  
September 2020**

Year Group	What?	When?	How?	Aims
NUR	Existing arrangements	Existing arrangements detailed in Assessment Cycle	Existing arrangements	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> </ul>
REC	Existing arrangements	Existing arrangements detailed in Assessment Cycle	Existing arrangements	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> </ul>
Y1	GLD criteria	By 21.09.20	Using data from February 2020 as a starting point, undertake diagnostic, formative assessments throughout general provision in order to identify aspects of GLD criteria needing to be prioritised.	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> <li>Pupils who were expected to achieve GLD to have met this standard by the end of Autumn 1.</li> </ul>
Y2	Phonics Screening Check	By 21.09.20 <ul style="list-style-type: none"> <li>% of children at the equivalent of phonics screening check 'Working At' reported to REDs by 21.09.20</li> </ul>	Using our existing diagnostic phonics assessment materials	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> <li>Pupils who were expected to pass Phonics Screening Check to have met this standard by the end of Autumn 1.</li> </ul>
Y3	Phonics Screening Check re-take for pupils who did not reach the standard in Year 1	By 21.09.20 <ul style="list-style-type: none"> <li>% of children at the equivalent of phonics screening check 'Working At' reported to REDs by 21.09.20</li> </ul>	Using our existing diagnostic phonics assessment materials	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> <li>Pupils who were expected to pass Phonics Screening Check re-take to have met this standard by the end of Autumn 1.</li> </ul>
	End of KS1 EXS+ Reading, Writing (including Grammar) and Maths	September	Using teacher/TA copies of 2019 KS1 SATs papers and EXS descriptors as working documents, undertake diagnostic formative assessments throughout general provision in order to identify aspects of EXS criteria	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> <li>Pupils who were expected to achieve EXS+ to have met this standard by the end of Autumn 1.</li> </ul>



			needing to be prioritised.	
Y4	Reading, Writing (including Grammar) and Maths	September	Using teacher/TA copies of your individual Y3 Summer 2019-20 assessment materials as working documents, undertake diagnostic formative assessments throughout general provision in order to identify aspects of 'age-related' criteria needing to be prioritised.	<ul style="list-style-type: none"> <li>• Diagnostic assessments used to inform planning and additional support.</li> <li>• Pupils who were expected to be operating at 'age related' to have met this standard by the end of Autumn 1.</li> </ul>
Y5	Reading, Writing (including Grammar) and Maths	September	Using teacher/TA copies of your individual Y4 Summer 2019-20 assessment materials as working documents, undertake diagnostic formative assessments throughout general provision in order to identify aspects of 'age-related' criteria needing to be prioritised.	<ul style="list-style-type: none"> <li>• Diagnostic assessments used to inform planning and additional support.</li> <li>• Pupils who were expected to be operating at 'age related' to have met this standard by the end of Autumn 1.</li> </ul>
Y6	Reading, Writing (including Grammar) and Maths	September	Using teacher/TA copies of your individual Y5 Summer 2019-20 assessment materials as working documents, undertake diagnostic formative assessments throughout general provision in order to identify aspects of 'age-related' criteria needing to be prioritised.	<ul style="list-style-type: none"> <li>• Diagnostic assessments used to inform planning and additional support.</li> <li>• Pupils who were expected to be operating at 'age related' to have met this standard by the end of Autumn 1.</li> </ul>
	Reading, Writing (including Grammar) and Maths	By half term <ul style="list-style-type: none"> <li>• All data in tracking system as per usual arrangements</li> </ul>	2017 KS2 SATs Papers	<ul style="list-style-type: none"> <li>• Diagnostic assessments used to inform planning and additional support.</li> </ul>

- Diagnostic assessments used to inform review of target settings in ECSI 1.

### Strategic Overview

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

Year group	English	Maths	Wider curriculum	Home learning-Using both Class Dojo and Microsoft Teams online platform, which can swiftly become Blended learning in the event of local lockdown
<b>Nursery</b>	<ul style="list-style-type: none"> <li>• Nursery children who have remained will continue with Phase 1 Letters and Sounds phonics using Song of Sounds resources in small group, adult led sessions – based on start of year assessments (baseline).</li> <li>• Children will be taught nursery rhymes in their small groups and read stories twice daily to increase vocabulary.</li> <li>• Daily stories and class text to be used to deepen emotional skills</li> </ul>	in line with their start of year assessments, maths objectives will be identified and taught through continuous provision and teacher led, small group activities.	Following Development matters and themes supported by concepts needed to develop early reading skills.	<p><b>Use Class Dojo online communication platform to facilitate:</b></p> <ul style="list-style-type: none"> <li>* Letters and sounds-phonics</li> <li>* Number bonds using TT Rock Stars/ Ten town</li> <li>* Purple Mash</li> <li>* Collins Big Cats E books</li> </ul> <p><b>Use of Loom to facilitate:</b></p> <ul style="list-style-type: none"> <li>* Letters and sounds session</li> <li>* Story time</li> <li>* School assembly once a week</li> <li>* class assemblies twice a week to support safeguarding themes and mental well-being</li> </ul> <p><b>Use of school packs for parents who cannot access online portals</b></p>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Baseline assessment of Phonics to be carried out to ascertain individual starting points.</li> <li>• Children will begin/continue with Letters and Sounds phonics using Song of Sounds resources</li> <li>• Early reading to be developed as quickly as possible once sounds can be accurately matched to phonics books.</li> <li>• Writing opportunities to be developed through continuous provision and</li> </ul>	in line with their start of year assessments, maths objectives will be identified and taught through continuous provision and teacher led, small group activities.	Following Development matters and themes supported by concepts needed to develop early reading skills.	<p><b>Use Class Dojo online communication platform to facilitate:</b></p> <ul style="list-style-type: none"> <li>* Letters and sounds-phonics</li> <li>* Number bonds using TT Rock Stars/ Ten town</li> <li>* Purple Mash</li> <li>* Collins Big Cats E books</li> </ul> <p><b>Use of Loom to facilitate:</b></p> <ul style="list-style-type: none"> <li>* Letters and sounds session</li> <li>* Story time</li> <li>* School assembly once a week</li> </ul>

	<p>small group teacher led sessions.</p> <ul style="list-style-type: none"> <li>• Daily stories and class text to be used to deepen emotional skills</li> <li>•</li> </ul>			<p>* class assemblies twice a week to support safeguarding themes and mental well -being</p> <p><b>Use of school packs for parents who cannot access online portals</b></p>
<b>Years 1 to 4</b>	<ul style="list-style-type: none"> <li>• Highly structured systematic approach to writing concentrating on sentence building (including punctuation, vocabulary and spelling)</li> <li>• Years 1 and 2 to daily systematic phonics sessions a day to catch up and ensure children are working at the expected phonics phases before moving on to new sounds/phases.</li> <li>• Year 3 children to swiftly repeat phonics phase 5 and phase 6 to ensure all gaps are filled</li> <li>• Colourful semantics</li> <li>• Word aware</li> <li>• Launchpad to Literacy to highlight small step gaps for intervention</li> <li>• Phonic squads reading intervention in Year 1 and year 2</li> <li>• Reading squad reading intervention KS2</li> <li>• Daily stories and class text to be used to deepen emotional skills</li> <li>•</li> </ul>	<p>Hamilton Maths Summer units to be used to underpin learning before introducing the new learning for the year group. This may take additional time but will secure knowledge.</p> <p>Online content available for children to embed their learning at home Maths Shed and TT Rock Stars.</p> <p>QLA analysis used termly to generate bespoke intervention through NTS</p>	<p>Broad curriculum which focuses on physical and mental health so that children are able to learn at full capacity.</p>	<p><b>Use Class Dojo online learning platform to facilitate:</b></p> <ul style="list-style-type: none"> <li>* Learning suggested timetable</li> <li>* Cosmic kids</li> <li>* BBC bitesize</li> <li>* Times Table Rock Stars</li> <li>* Ed Shed</li> <li>* Spelling Shed</li> <li>* Purple Mash</li> <li>* Number bonds using TT Rock Stars</li> <li>* Top marks</li> <li>* phonics play</li> <li>* QLA analysis used termly to generate bespoke intervention through NTS</li> </ul> <p><b>Use of Loom to facilitate:</b></p> <ul style="list-style-type: none"> <li>* Introduction to the lessons recorded</li> <li>* Story time</li> <li>* School assembly once a week</li> <li>* class assemblies twice a week to support safeguarding themes and mental well -being</li> </ul> <p><b>Use of school packs for parents who cannot access online portals</b></p>
<b>Years 5 and 6</b>	<ul style="list-style-type: none"> <li>• Highly structured systematic approach to writing concentrating on sentence building (including punctuation, vocabulary and spelling).</li> <li>• Colourful semantics</li> <li>• Word aware</li> <li>• Reading squad reading intervention KS2</li> <li>• Daily stories and class text to be used to deepen emotional skills</li> </ul>	<p>Hamilton Maths Summer units to be used to underpin learning before introducing the new learning for the year group. This may take additional time but will secure knowledge.</p> <p>Online content available for children to embed their learning at home Maths Shed and TT Rock Stars.</p>	<p>Broad curriculum which focuses on physical and mental health so that children are able to learn at full capacity.</p>	<p><b>Use Class Dojo online learning platform to facilitate:</b></p> <ul style="list-style-type: none"> <li>* Learning suggested timetable</li> <li>* Cosmic kids</li> <li>* BBC bitesize</li> <li>* Times Table Rock Stars</li> <li>* Ed Shed</li> <li>* Spelling Shed</li> <li>* Purple Mash</li> <li>* Number bonds using TT Rock Stars</li> </ul>

		<p>QLA analysis used termly to generate bespoke intervention through NTS</p> <p>Ready to progress DFE/ NCETM</p>		<p>*Top marks</p> <p>*phonics play</p> <p>*QLA analysis used termly to generate bespoke intervention through NTS</p> <p><b>Use of Loom to facilitate:</b></p> <p>*Introduction to the lessons recorded</p> <p>*Story time</p> <p>*School assembly once a week</p> <p>* class assemblies twice a week to support safeguarding themes and mental well -being</p> <p><b>Use of school packs for parents who cannot access online portals</b></p>
<b>SEN Pupils</b>	<ul style="list-style-type: none"> <li>• Pupils will be re-assessed for intervention using the baseline data as a starting point and teacher assessment discussed at Pupil Progress Meetings.</li> <li>• Interventions to start as soon as children are back at school.</li> <li>• Use of Collins Big Cats letters and sounds books to support the practise of phonemes.</li> <li>• Individualised support from SENCO and pastoral support</li> <li>• Bespoke curriculum for children awaiting special school provision.</li> <li>• Colourful semantics used as an intervention</li> <li>• Bespoke behaviour plans used for children as needed.</li> <li>• QLA analysis used termly to generate bespoke intervention through NTS</li> </ul>	<p>SENCO to support quality first teach with drop ins and workshops.</p> <p>Children with behavioural and learning needs to be supported in quiet spaces working one to one. This ensures that they are not overwhelmed by their class and that their peers are not disrupted by behaviours caused through that anxiety.</p> <p>Bespoke curriculums developed.</p> <p>QLA analysis used termly to generate bespoke intervention through NTS</p>	<p>Key communication with the parents of these children.</p> <p>Multi agency support with families to be facilitated in and out of school.</p>	<p><b>Use Class Dojo online communication platform to facilitate:</b></p> <p>*Letters and sounds-phonics</p> <p>*Number bonds using TT Rock Stars/ Ten town</p> <p>*Purple Mash</p> <p>*Collins Big Cats E books</p> <p><b>Use of Loom to facilitate:</b></p> <p>*Letters and sounds session</p> <p>*Story time</p> <p>*School assembly once a week</p> <p>* class assemblies twice a week to support safeguarding themes and mental well -being</p> <p><b>Use of school packs for parents who cannot access online portals</b></p>

### Coronavirus related absences quick reference guide – September 2020

<i>What to do if...</i>	<i>Action needed</i>	<i>Code</i>	<i>Return to school when...</i>
...my child has coronavirus symptoms	<p><b>Do not come to school</b></p> <ul style="list-style-type: none"> <li>• <b>Contact school daily</b></li> <li>• Self-isolate</li> <li>• Get a test</li> <li>• Inform school immediately about test result</li> </ul>	Code X	...the test comes back negative.
...my child tests positive for coronavirus	<ul style="list-style-type: none"> <li>• <b>Do not come to school</b></li> <li>• <b>Contact school daily</b></li> <li>• Self-isolate for at least 10 days</li> <li>• Inform school immediately about test result</li> </ul>	Code I	...they feel better. They can return to school after 10 days even if they have a cough or loss of smell/taste. These symptoms can last for several weeks once the infection is gone.
...somebody in my household has coronavirus symptoms	<ul style="list-style-type: none"> <li>• <b>Do not come to school</b></li> <li>• <b>Contact school daily</b></li> <li>• Self-isolate</li> <li>• Household member to get a test</li> <li>• Inform school immediately about test result</li> </ul>	Code X	...the household member test is negative.
...somebody in my household has tested positive for coronavirus	<ul style="list-style-type: none"> <li>• <b>Do not come to school</b></li> <li>• <b>Contact school daily</b></li> <li>• Self-isolate for 14 days</li> </ul>	Code X	...the child has completed 14 days of self-isolation
... NHS test and trace have identified my child as a 'close contact' of somebody with symptoms or confirmed coronavirus	<ul style="list-style-type: none"> <li>• <b>Do not come to school</b></li> <li>• <b>Contact school daily</b></li> <li>• Self-isolate for 14 days</li> </ul>	Code X	...the child has completed 14 days of self-isolation
...we/my child travelled and has to self-isolate a part of a period of quarantine	<ul style="list-style-type: none"> <li>• <b>Do not take unauthorised leave in term time</b></li> <li>• <b>Consider quarantine requirements and FCO advice when booking travel</b></li> <li>• <b>Provide information to school as per attendance policy</b></li> </ul> <p><b><u>Returning from a destination where quarantine is needed:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Do not come to school</b></li> <li>• <b>Contact school daily</b></li> <li>• Self-isolate for 14 days</li> </ul>	Code X	...the quarantine period of 14 days has been completed
...we have received medical advice that my child must resume shielding.	<ul style="list-style-type: none"> <li>• <b>Do not come to school</b></li> <li>• <b>Contact school as required by the pastoral team</b></li> </ul>	Code X	...school inform you that restrictions have been lifted and your child can return to school again.

- |  |  |  |  |
|--|--|--|--|
|  | <ul style="list-style-type: none"><li>• Shield until you are informed that restrictions are lifted and shielding is paused again</li></ul> |  |  |
|--|--|--|--|