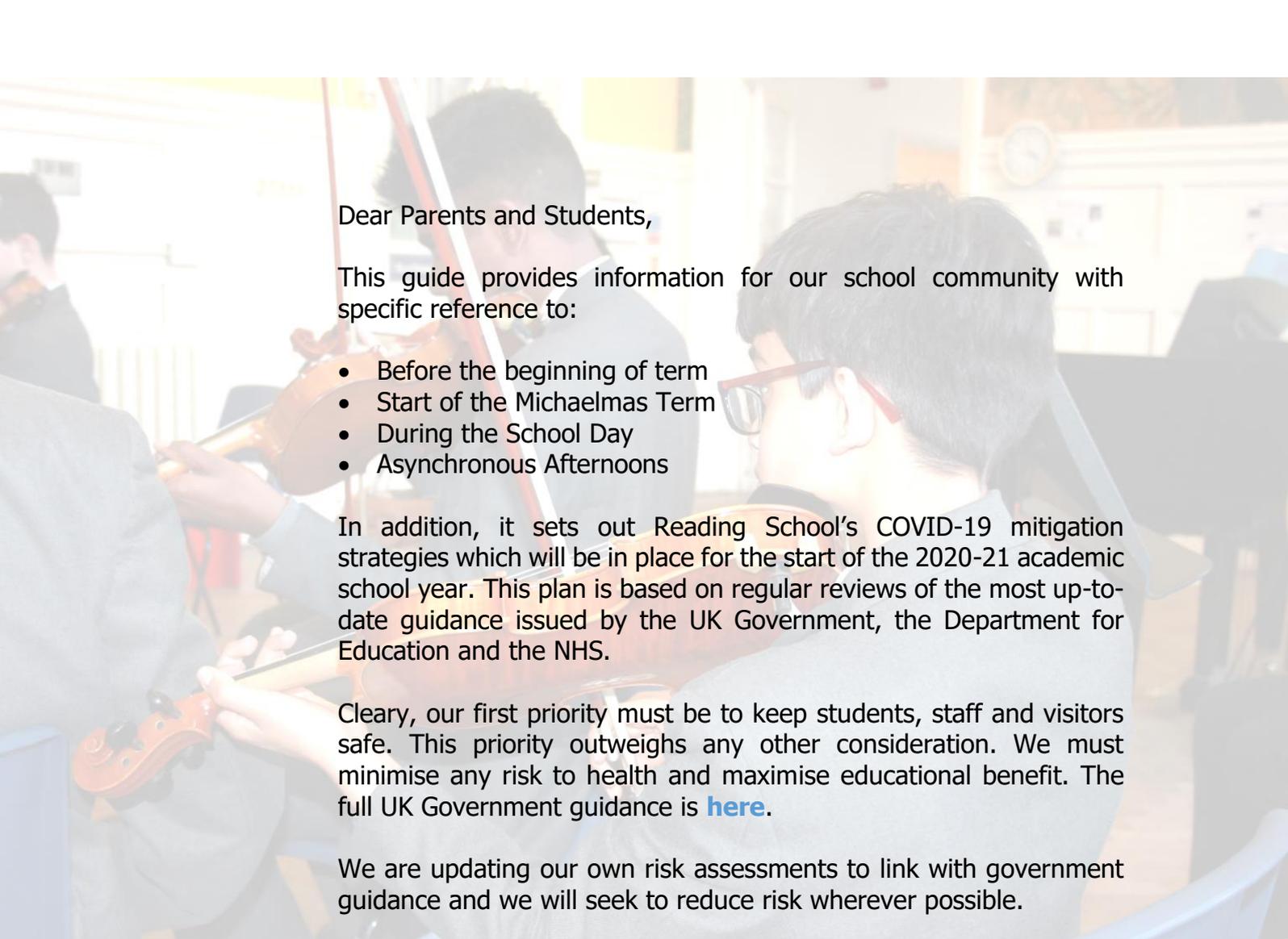


# Reading School



Re-opening September 2020  
Summary for Parents and Students



Dear Parents and Students,

This guide provides information for our school community with specific reference to:

- Before the beginning of term
- Start of the Michaelmas Term
- During the School Day
- Asynchronous Afternoons

In addition, it sets out Reading School's COVID-19 mitigation strategies which will be in place for the start of the 2020-21 academic school year. This plan is based on regular reviews of the most up-to-date guidance issued by the UK Government, the Department for Education and the NHS.

Clearly, our first priority must be to keep students, staff and visitors safe. This priority outweighs any other consideration. We must minimise any risk to health and maximise educational benefit. The full UK Government guidance is [here](#).

We are updating our own risk assessments to link with government guidance and we will seek to reduce risk wherever possible.

The second priority is to continue to provide an exceptional education to each student in the School.

In order to achieve this, we have made a number of changes to the School site and daily routines and we will continue to be flexible and adapt as the medical, scientific and government advice changes and evolves. For instance, in relation to masks/face coverings.

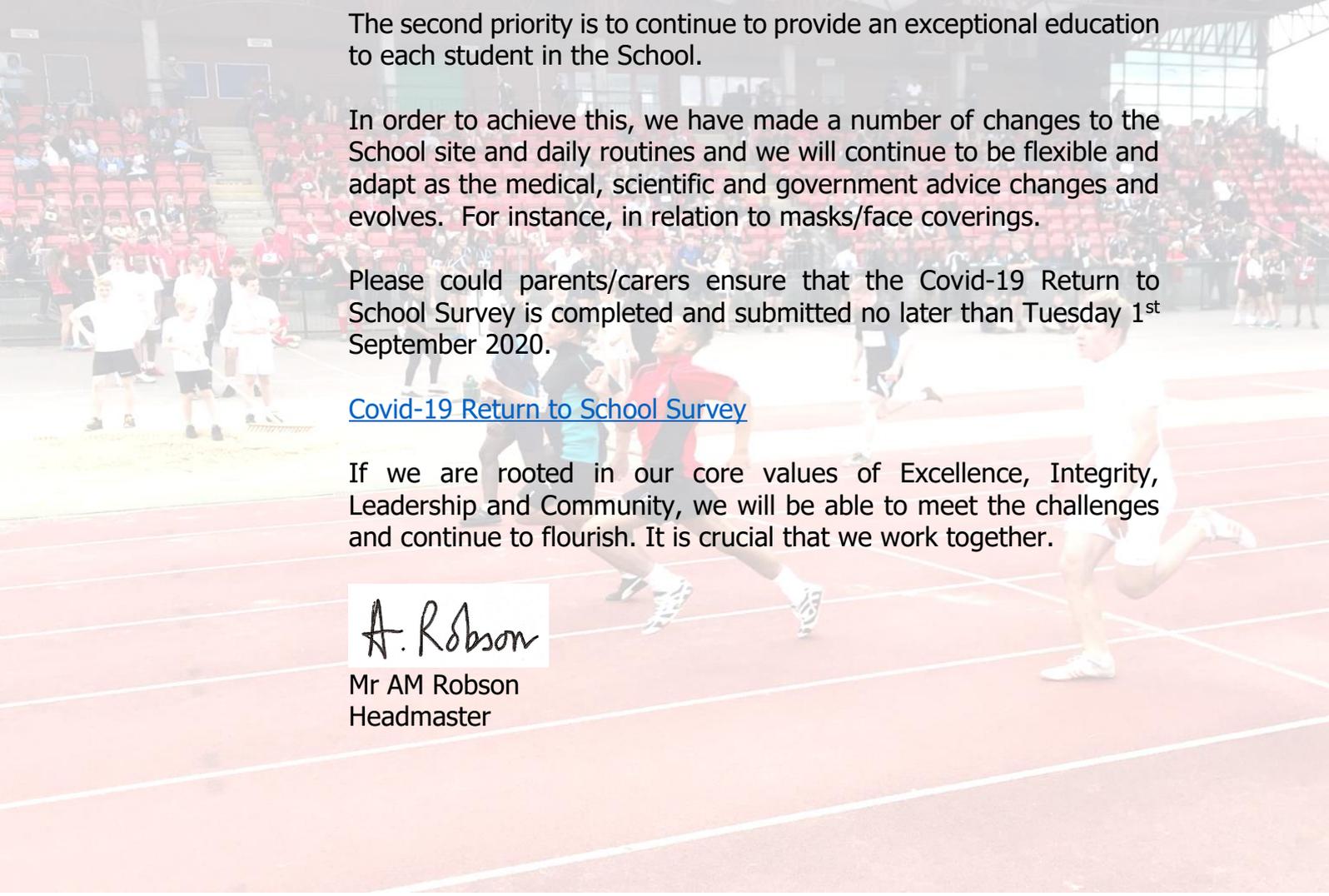
Please could parents/carers ensure that the Covid-19 Return to School Survey is completed and submitted no later than Tuesday 1<sup>st</sup> September 2020.

### [Covid-19 Return to School Survey](#)

If we are rooted in our core values of Excellence, Integrity, Leadership and Community, we will be able to meet the challenges and continue to flourish. It is crucial that we work together.



Mr AM Robson  
Headmaster



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## Introduction

I hope that you and your families are safe and well, and that you have to some degree been able to enjoy the summer, despite the continuing challenges of Covid-19.

Information in this document is intended to provide an update on our preparations for the opening of Reading School on Monday 7 September.

- Boarders will return to East Wing and South House on the previous evening, Sunday 6 September.
- The Staff Days on Thursday 4 and Friday 5 September will give staff the opportunity to prepare effectively for the Michaelmas Term too.

The following points are offered as a list of considerations explored by the School to facilitate the safest possible reintegration process in September. All parents of Day and Boarding students, should be aware that this plan has been adjusted from the version communicated on 10 July following updated further government guidance published on 7 August. It complements and extends the at a glance documentation that was sent to parents on Friday 21 August. Our practices are kept under regular review. We have also produced two addenda, relating to the [Management of Behaviour policy](#) and [School Complaints policy](#) as a direct response to the pandemic. The alterations and modifications to the Management of Student behaviour policy reflect the importance of expectations and clarity.

I am grateful to the following, upon whose efforts, wisdom and best practice the following guidance is based:

- Partner schools in Denmark, Australia and New Zealand
- Department for Education and Public Health England guidance
- Boarding Schools Association (whose COVID-safe charter we have adopted)
- International Boys School Coalition
- Our Compliance Officer, Mr J Hitchinson and our Chief Operating Officer, Mr D Taylor
- Trade Unions and their representatives
- Reading School Governing Body, whose executive committee have ratified this approach

## Excellence

Our optimistic but realistic approach to Centre Assessed Grades meant that our students achieved in line with our historic trends. There was improvement but not significant volatility. Algorithms, even flawed ones, could not substantially disrupt or disfigure the Year 13 cohort overall. Over 95% A\*-B at A Level and over 93% grades 9-7 at GCSE represent outstanding evidence of the thoroughness of the multi-faceted process. Individual students may have been disappointed, but overall the outcomes were positive. I would like to thank every single teacher in the school for the professionalism and integrity they demonstrated throughout the process of submitting centre assessed grades. Ranking students against one another was not an easy task and yet Heads of Department managed to synthesis data streams and produce realistic, fair and evidence based data. Thank you too, to the Centre Assessed Grades Team including Mrs E Turner, Mrs J Amole, Dr J Matthews, Mr J Steadman and Mr A Lloyd. Our students should be grateful to middle leaders and teachers involved in the process. My gratitude also to the Recovery Team, who have worked so hard to consider the operational challenges in relation to the reopening of the School in September.

I am immensely proud of the manner in which staff and students responded to the rupture of normal school operations towards the end of the Lent Term. Undoubtedly the provision of an excellent on-line educational experience for students on Microsoft Teams was a key determining factor in ensuring that we were able to flourish. Staff and students alike responded with character and resilience to all the challenges associated with remote learning. I am confident that under the

strategic leadership of Mr A. Dimmock, Director of Digital Learning, from September 2020 onwards this will continue to be a real strength of our practice. Significantly, our approach to synchronous and asynchronous activities, influenced by best practice from the IBSC, especially Australia and Canada and our partnership with Circle and Dr Phil Cummins will continue to be central to our operational approach.

In June Mr G Fairchild, Assistant Headteacher (Quality of Education) was approached by representatives of the Cabinet Office regarding approaches to learning, with specific reference to synchronous and asynchronous learning. The evidence provided was viewed as an exemplar of effective practice. If Ofsted visit in the Michaelmas Term to review our approaches during the pandemic and following reopening we aim to ensure that they see the quality of education provided at Reading School. Thus, we would be building on the success too of the 'Outstanding' Boarding Inspection in February 2020.

## **Community**

It is crucial to remember that we have been open since Easter. Year 10 and Year 12 students from 1 June were able to return to Reading School, in a measured way. The children of critical key workers and vulnerable students were able to attend every day from April to July. Many staff volunteered to help support them on a daily basis. Importantly, I would like to pay tribute to the Estates Team, led by Mr D Taylor, Chief Operating Officer who have been on site every day. We also welcomed our partners, the Royal Berkshire Hospital on-site. As I regularly stated in my daily communications from April, the site was characterised by activity, whether it be organising food drops for our disadvantaged families, co-ordinated by Mr T Evans. Certainly, in a time of crisis Reading School and the Reading School family played a positive part. It is therefore, perhaps fitting that we recently heard that we are finalists in the [UK Social Mobility Awards for 2020](#).

Thank you to the Society Office, for their sterling work highlighting the positive contribution undertaken to protect the NHS and nurture our local community. This is perhaps exemplified through the Future Stories Support Fund and programme. Facilitated by the Mr D Taylor, Chief Operating Officer and working with the Society Office and Mr T Evans, Parents, students and alumni. We were able to raise over £10,000 to fund our community activity and partnership work., which focused on supporting the NHS and disadvantaged students from local primary schools as well as Reading School. The superb spirit of community, compassion and commitment has continued in to the summer break. For instance, the Future Stories Summer Camp for Year 5 pupils from disadvantaged backgrounds has successfully been held recently. Also, our Summer Football camps, organised in compliance with FA guidelines, has been a positive development. Thank you to Mr N Harvey, Association Football Head Coach, for his valuable initiative.

If we are to be resilient in 2020-2021 we must have a heightened appreciation of the importance and value of staff who are committed to ensuring that our community is strengthened. I would like to take this opportunity to introduce our newest staff, the team of cleaners who have been employed directly with effect from 1 August 2020. Enhanced cleaning measures are an integral facet of our approach to mitigate risk of infection.

## **Integrity**

Respect should be viewed as a key component of the approach from both staff and students alike. Respect for others, themselves, the school environment and the organisation. Senior Leaders, Middle Leaders, indeed all staff have the responsibility to model behaviours that ensure that our values are put in to practice. Mr D McGall and Ms L Ayres will be working tirelessly to promote the agenda of clear expectations and positive behaviour as well as safeguarding and wellbeing for staff and students alike.

The Boarding community, which lies at the heart of the School, has pastoral care and the safeguarding of boarders at the centre of thinking and practice. This is reflected in changes to practice, enhanced cleaning and realignment of roles and responsibilities to maximise support for boarders and strengthen the Boarding family. Furthermore, it is crucial that we work proactively with parents so that our students, day or boarding, take personal and collective responsibility for their behaviour, conduct and attitudes. The pandemic must be taken seriously. We must work together to help keep individuals, families and communities safe and well.

It is clear that the priority of safeguarding the health and safety of all staff and students is a shared one. Of course, there will need to be understanding, flexibility, patience from staff along with commitment to compliance and alignment with government guidance and organisational/operational context. Our approaches will be reviewed on a regular basis. Our core values and priorities will be constant, but operational reality and changing government guidance may require changes to practice on the ground. What we ask of parents and students is that they do not undermine our attempt to be compliant with government guidance, but rather work together. It is important to recognise that it is our joint responsibility to keep each safe and we need to be alert and vigilant. The rules apply to us all.

## **Leadership**

It is important that we seek to learn from the positive aspects of the period from April to August and seek to replicate and enhance where appropriate. As a consequence of the pandemic we may have to abandon some activities, events, practices and approaches in order to respond more effectively to the demands of the academic year 2020-2021, which is not normal, and has new elements. I am aware that not everyone likes the term 'New Normal', so please let me know if you have a better alternative.

In August I have been in contact with Sir Roy Blatchford, who undertook the 'Blink Review' in October 2018. It is hoped that he will work with Middle and Senior leaders to produce a series of articles for publication relating to excellent practice in secondary schools. We managed to have a chapter in the 'Secondary Curriculum Leaders Handbook' he edited in 2019. Perhaps in 2020-2021 we can have a whole publication. It will be an opportunity to break out for any real or imagined silos. Perhaps we can be at the vanguard of effective teaching and learning linked to our approach to developing excellence and building the whole person. I do not want teachers to be what St John Henry Newman referred to as 'squirrels in cages' but rather focus on the essentials and inspire our students. This must be one of our key priorities this year.

The role of the House system and the leadership of Heads of House cannot be underestimated in value and importance. Furthermore, the Sixth Form team are primed to support our largest Sixth Form ever, under the leadership of Mr A Lloyd. In addition, the role of the Student Support Team, led by Ms S Rogers has never been more central to our approach that is mindful of standards but never forgets the person. Although assemblies, Chapels and large gatherings are not currently permitted, this does not mean that the House system is moribund. On the contrary, the sense of building a sense of community rather than isolation, fear and distrust of the other remains crucially important. Individualism and not so splendid isolation should be replaced with an emphasis on character, compassion and community. The methods may be different and varied but the desired outcome remains the same.

Some members of our community may have concerns regarding the reopening of Reading School. I understand this and we are mindful that younger people, including secondary school age students, may not fully appreciate the risk of the pandemic. If you have any specific concerns or questions, please contact me, through Caroline Mole, Executive Assistant, [cmole@reading-school.co.uk](mailto:cmole@reading-school.co.uk).

# Before the Beginning of Term

## Cleaning

**Deep Cleaning** – The School will not be deep cleaned on a regular basis, this will only take place when someone has symptoms of, or confirmed COVID-19.

However, enhanced regular cleaning is required and will include:

- **Frequently touched objects** (see list below)  
At least twice a day, and between use by different groups
- **Rooms and shared areas**  
More frequent cleaning, and between use by different groups  
Reduce clutter, and remove items that are difficult to clean – School to implement a clear desk policy across the whole site

### **The main focus will be on high-contact and shared areas**

Standard cleaning products (such as detergents and bleach) to clean and disinfect frequently touched objects and surfaces will be used.

As a minimum, **twice a day** (one of these times will be **at the start or the end of the day**)

Frequently touched objects and surfaces to be cleaned:

- Door and window handles
- Banisters
- Work surfaces (including desks and tables)
- Bathroom facilities (including taps and flush buttons)
- Remote controls
- Computer equipment (including keyboards and mouse devices)
- Classroom resources, such as books and games
- Furniture
- Light switches
- Reception desks
- Telephones
- Fingerprint scanners
- Refectory/Communal Kitchen

And **between use by different groups**, the cleaning team will clean shared areas and resources, such as:

- Sports, art and science equipment

If it is not possible to clean equipment between groups, the school shall:

- Store the equipment for 48 hours (or 72 hours for plastics) between uses.

## Entrance Tests

Please be aware that we have made a variation to our admissions policy for entry in 2021. The entrance tests will therefore not take place on Saturday 12<sup>th</sup> September as previously published. Instead, the entrance tests will take place each afternoon of week beginning 19<sup>th</sup> October from.

Following DfE guidance relating to the negative impact on disadvantaged primary school students of an extended break from face-to-face schooling, we successfully applied to the Regional Schools Commissioner for an in-year variation to the School's Admissions Policy. We have therefore been given permission to delay our Year 6 Entrance Exam (for 2021 entry) until the week commencing Monday 19<sup>th</sup> October. We plan to have 5 iterations of the entrance exam, one in the afternoon of each day that week. This allows us to be COVID-secure in reducing the numbers on site (circa 200 candidates), reduce the number of rooms used (Big School, Gym, Junior School and Refectory only) whilst minimising disruption for primary schools by having 'bubbles' of candidates from local primary schools at once. All students (except sixth form helpers) will be dismissed from the school site after registration at 13.10 that week, having been able to use the Grab and Go service only at breaktime.

## Evacuation

Evacuation procedures will be reviewed and there will be an Evacuation drill at the start of term.

## New Parent Portal: MyChildAtSchool (MCAS)

As you are aware, we have moved to a new Parent Portal (MyChildAtSchool [MCAS]). You have been sent an email on 31/07/20 with your logins and joining instructions. If you have not received your login details please email [support@reading-school.co.uk](mailto:support@reading-school.co.uk)

You will need to access your MCAS account to 'top up' your son's dinner money. This will ensure that there are sufficient funds on the account for the first day of school. Any existing account balances from Scopay (our previous payment system) have been transferred to your MCAS account.

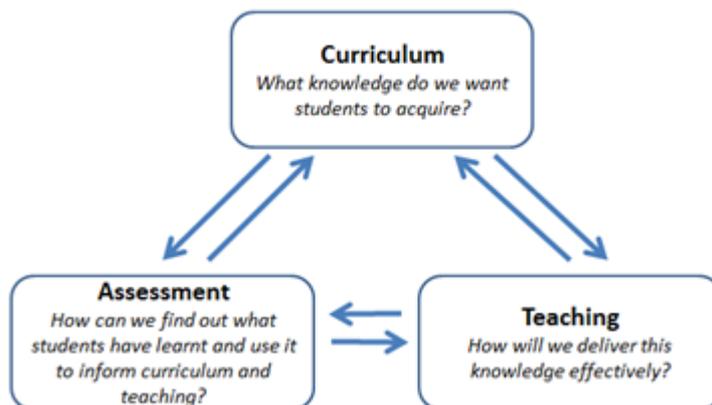
To access the parent guides for the new portal please click on the following links:

[MyChildatSchool Parent App Quick Guide](#)

[MCAS Parent Guide MyChildAtSchool \[MCAS\]](#)

## Teaching and Learning: From Survive to Thrive

The quality of remote education provided to students during lockdown was exceptional. This achievement cannot be underestimated.



In September, we seek to maintain those high standards. We will not narrow our curriculum, but instead, as during remote learning, carefully prioritise what knowledge is crucial for our students to master if they are to move on to more complex ideas or skills. We will make best use of the valuable face-to-face time we have by ‘decluttering’ our lessons and planning medium-term sequences that flow coherently towards clear and shared end goals. We will continue to make best use of the great success of Asynchronous Afternoons through enrichment of the core curriculum for all, plus targeted individual support. Homework will be structured to consolidate learning through precise instructions. We will try new approaches to continuous assessment and feedback that meet COVID-secure standards where classroom circulation and book marking are restricted. Collections will be a subject and year-group specific method to tell teachers what has been retained and understood, beyond simply what was taught. Such purposeful assessment will prompt us to consider what teachers will do differently in our curriculum as a result, and whole class feedback on misconceptions and common errors will move students on.

Led by Ms S Drummond, our Teaching & Learning team will co-ordinate a mix of formal and asynchronous training opportunities for staff at all stages of their careers, based around a set of 8 core practices that have emerged from educational research. Of those, we will focus on Classroom Climate, Questioning and Feedback for 2020-21.

The first INSET day will give staff an overview of our Teaching & Learning priorities for the year, plus some tangible tips and advice for translating operational restrictions into effective teaching.

## Visitors

All but essential visitors, including parents, are discouraged. Meetings should be arranged remotely where possible. Those visiting will be given specific guidance on the measures in place to reduce the risk. A record will be kept of all visitors in case it is required of a positive Coronavirus test. Parents’ Evenings will be scheduled and conducted online.

# Start of Term

## Getting Started this September: Years 7 and 8

**Arrival:** Arrive on site by 0820 and go straight to the classroom for which you are timetabled for Period 1.

**Lesson locations:** When entering the school building, sanitise your hands before heading directly to the classroom in which you are timetabled and wipe down your desk on arrival. Students in Year 7 and 8 will be working in class bubbles and as such will spend the majority of their time in one classroom to reduce movement around the site. These 'home' classrooms are detailed below:

	West	County	East	Laud	School
Year 7	History 1	History 2	History 3	Room 2	Room 3
Year 8	Room 1	Room 4	Room 5	Room 6	Room 7

**Daily Pattern:** The pattern of the day is as follows:

	08:25	09:00	09:35	10:10	10:45	11:20	11:55	12:30	13:05
	1	2	3	4	5	6	7	8	Tutor
Year 7	1	2	Break 1	3	4	Break 2	5	6	Tutor
Year 8	1	2	3	Break 1	4	5	6	Break 2	Tutor

### Break locations:

- Year 7 and 8 students should take their breaks in the Science playground or in the Refectory if they are eating.
- If it is a 'Wet break' this should be taken in the 'home' classroom.

### Mealtimes:

- Students in Year 7 can obtain food from the Dining hall during either Break 1 or Break 2 and may also eat lunch in their form rooms during Tutor time as required.
- Students in Year 8 can obtain food from either the Grab and Go or the dining Hall, during either Break 1 or Break 2 and may also eat lunch in their form rooms during Tutor time.

**Asynchronous Afternoons:** Students will be expected to leave the school site at 1330 if they are not taking part in Afternoon activities. The first 4 weeks of term will operate as follows:

	Year 7	Year 8
Week 1 7.9	Induction Activities daily – finish at 15.00	Finish daily at 1330 (except chapel on Friday 11.9 until 1345)
Week 2 14.9	Games Mon / Weds -finish after AA1 at 1430	Games Tues / Thurs -finish after AA1 at 1430
Week 3 21.9	Building Good Men: 7C Mon, 7E Tues, 7L Wed, 7S Thurs, 7W Fri - finishing at 1500. (Finish at 1330 otherwise)	Collections – TBC Likely to finish on site at 13:30
Week 4 28.9	Collections- TBC Likely to finish on site at 13:30	Games Tues / Thurs - finish after AA1 at 1430

## Getting Started this September: Years 9, 10 and 11

### Arrival:

- Students in Year 9; arrive on site by 0820 and go straight to the classroom for which you are timetabled for Period 1.
- Students in Year 10 and 11; arrive on site by 0855 and go straight to the classroom for which you are timetabled for your first lesson (Period 2) starting at 0900

**Lesson locations:** When entering the school building, sanitise your hands before heading directly to the classroom in which you are timetabled and wipe down your desk on arrival.

**Daily Pattern:** The pattern of the day is as follows:

	08:25	09:00	09:35	10:10	10:45	11:20	11:55	12:30	13:05
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Tutor</b>
<b>Year 9</b>	1	2	<b>Break 1</b>	3	4	5	<b>Break 2</b>	6	Tutor
<b>Year 10</b>		1	2	3	4	<b>Break</b>	5	6	Tutor
<b>Year 11</b>		1	2	3	<b>Break</b>	4	5	6	Tutor

### Break locations:

- Year 9 should take breaks outside the Chapel or in the MUGA or in the Refectory if they are eating.
- Year 10 and 11 should take breaks outside the Chapel, in the MUGA, down the drive by the Outdoor Gym or in the Refectory if they are eating.

### Mealtimes:

- Students in Year 9 can obtain food from the Grab and Go during Break 1, and the Dining Hall during Break 2 and may also eat lunch in their form rooms during Tutor time.
- Students in Year 10 can obtain food from the Grab and Go during their Break and may also eat lunch in their form rooms during Tutor time.
- Students in Year 11 can obtain food from either the Grab and Go, or the Dining Hall during their Break and may also eat lunch in their form rooms during Tutor time.

### Asynchronous Afternoons:

Students will be expected to leave the school site at 13:30 if they are not taking part in afternoon activities. The first 4 weeks of term will operate as follows:

	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Week 1 7.9</b>	Finish after tutor time at 13:30	Finish after tutor time at 13:30	Finish daily after tutor time at 13:30 and focus on preparing for collections
<b>Week 2 14.9</b>	Mon: EPQ / Games until 15:30 Fri: Chapel until 13:45 All other days finish at 13:30	Tues: Subject Support/Games until 1530 All other days finish at 1330	
<b>Week 3 21.9</b>	<b>Collections TBC</b> Likely to finish on site at 13:30	<b>Collections TBC</b> Likely to finish on site at 13:30	
<b>Week 4 28.9</b>	Mon: EPQ / Games until 15:30 All other days finish at 13:30	Tues: Subject Support/Games until 15:30 Fri: Chapel until 13:45 All other days finish at 13:30	

## Getting Started this September: Years 12 and 13

**Arrival:** Students in Years 12 and 13; arrive on site by 0930 and go straight to the classroom for which you are timetabled for your first lesson (Period 3) starting at 0935

**Lesson locations:** When entering the school building, sanitise your hands before heading directly to the classroom in which you are timetabled and wipe down your desk on arrival.

**Daily Pattern:** The pattern of the day is as follows:

	08:25	09:00	09:35	10:10	10:45	11:20	11:55	12:30	13:05
	1	2	3	4	5	6	7	8	Tutor
Year 12			1	2	3	4	5	6	Tutor
Year 13			1	2	3	4	5	6	Tutor

**Tutor time;** will run from 13:05 – 13:30 daily except on Fridays when Year 12 and 13 students will be dismissed directly by their from tutors at 13:05.

**Free Periods and Breaks:** Year 12 and 13 students should utilise the Sixth Form Study Area for any free periods. As space is limited in this location, a timetable of empty classrooms will also be made available, so students can study safely, observing social distancing. Students in Years 12 and 13 will need to allow other year groups to use the designated outdoor spaces during their break times to ensure year group mixing is limited at all times.

**Mealtimes:** Students in Years 12 and 13 can obtain food from the Grab and Go during any free period, from the Dining Hall at 1330 and may also eat lunch in their form rooms during Tutor time.

**Asynchronous Afternoons:** Students will be expected to leave the school site at 1330 if they are not taking part in Afternoon activities. The first 4 weeks of term will operate as follows:

	Year 12	Year 13
<b>Week 1 7.9</b>	Collections until 1530 daily	Preparing for Collections Finish daily at 13:15
<b>Week 2 14.9</b>	Finish daily at 13:30 to follow up on Collections	Collections until 15:30 daily
<b>Week 3 21.9</b>	Mon / Tues finish at 13:30 Weds / Thurs PE Options in AA2 until 15:30 <b>Fri: Chapel until 13:45</b>	Finish daily at 13:30 to follow up on Collections
<b>Week 4 28.9</b>	Mon / Tues / Friday finish at 13:30 Weds / Thurs PE Options in AA2 until 15:30	Finish daily at 13:30 to follow up on Collections

The full program of Asynchronous Activities will start from October 5<sup>th</sup>; for Year 13 this will comprise a daily session from each of the 4 options blocks as detailed below:

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Year 13 AA1 1330 - 1430 From 5<sup>th</sup> Oct</b>	Biology, Economics, English, EPQ, French, Further Maths, History, Physics	Art, Music, Maths / Further Maths, EPQ, Geography	Biology, Chemistry, Comsci, Economics, EPQ, History, Latin, Maths, Spanish	Chemistry, Comsci, English, EPQ, Geography, German, Physics	No sessions

# During the School Day

## Academic Preview and the Start of Term

### Year 7

Students in Year 7 are in school all day on Monday 7th, from 0820 until 1500 and will be taking part in a range of activities with their form tutors and other staff including familiarisation, induction and team building in the afternoon.

### Year 12

First Day of Term – Monday 7th September 2020

The first day of school will involve a range of inductions and welcome activities for all Year 12 students. There will also be a chance to meet with your new form tutor and your new form group and start building relationships.

The timings for this day are as follows:

- Year 12 students who are new to the School should arrive at 8:20am and report to the Sixth Form Team in the School Chapel where they will be welcomed to the school and given an outline for the day.
- Returning students who are entering Year 12 should arrive at 10:00am and report to Chapel where they will meet the new students and be informed of the schedule for the day.
- Students will be able to depart from school at 1:00pm unless they are studying Maths, as the Maths and Further Maths Collections are on Monday afternoon. More details related to Collections can be in the Collections section below.

Their collections also begin on that first day. Maths is the first assessment and it takes place from 13:05 on Monday afternoon, so we need to have a clear rooming schedule for this.

### Years 8, 9, 10, 11 and 13

Academic Preview will take place for all students in Year 8,9,10,11 and 13 on the 7th September.

Tutors will be scheduling 1:1 calls in Teams for all their tutees during the day and students should ensure that they are online for these calls as per expectations.

If you have any issues with Teams access please contact your tutor in advance via email.

For Years 8-11 the calls with tutors will be no more than 10 minutes and for Year 13 the calls will be no more than 15 minutes.

There will also be a group call with each form group, at the start of the day, to allow for discussion around the new school routines and expectations for the return to lessons on site on the 8th September.

Students should prepare for these calls by reviewing the Return to School guides and ensure they are clear around expectations.

Students should also be prepared to share any concerns about returning to school and to discuss what they are most looking forward to in relation to a return to learning on site.

Tutors will be in contact via Teams to share details and timings of these calls so please check your messages in Teams in advance of Monday 7th September.

All students will be expected in their first lesson on Tuesday 8th September and teaching start will take the time to work through daily routines again at this point to ensure that all students feel ready to embrace our new normal, return to lessons and to working safely with staff and peers.

## Attendance, transport and arrival at school

- Attendance for students is compulsory. Those students unable to attend as they are complying with specific clinical or public health advice will be expected to provide evidence of this reason for absence in advance, and will be supported with high quality, remote learning.
- Shielding advice was paused on 1 August so students and staff who remain on the patient list can return to School as can those who have family members who are shielding. Those students unable to attend because they or are a household member is complying with specific clinical or public health advice will be offered remote learning. If parents of students with significant risk factors have concerns they should contact Caroline Mole [cmole@reading-school.co.uk](mailto:cmole@reading-school.co.uk)
- Those members of staff unable to attend as they are complying with specific clinical or public health advice will be enabled to work remotely if possible or in a role where it is possible to maintain social distancing.
- Staff with anxiety about returning or significant factors – such as asthma, diabetes, BAME Community membership or pregnancy – are encouraged to any concerns with the Headmaster, who will try as far as practically and reasonably possible to accommodate additional measures where appropriate.
- Students and staff must not come to School if they have coronavirus symptoms, or have tested positive in at least the last 10 days.
- Anxiety regarding attendance as a consequence of the Coronavirus pandemic is not regarded by the government as sufficient grounds, in itself, for non-attendance.
- If a student is unable to attend as scheduled for any reason, parents must inform the school.
- Social distancing has significantly reduced available transport capacity so students are encouraged to walk or cycle to school if possible and, if not, to use private cars instead of coaches, buses or other public transport. The approach for those operating dedicated school transport will align as far as possible with the principles underpinning the system of controls for schools. Students who use public transport must follow the latest government guidance for passengers. They must not congregate on or off the school site. No parental vehicles may enter the school site except for medical emergencies or for dropping and collecting boarding students.
- The approach for those operating dedicated school transport such as Horsemans coaches is different from public transport and will align as far as possible with the principles underpinning the system of controls for schools. Horsemans coaches will drop off at the earliest arrival times (8.10am) and pick up at the latest departure time for students (1.30pm). Arrangements may be made for students who take this service and are due in later in the morning on an individual basis if operationally possible.
- Unless their child has a medical need or other vulnerability, parents are asked to avoid coming on-site or to the School Reception. In the event of a parent needing to do this they must follow social distancing procedures in place.
- It is not possible for boarders or day students to bring their own vehicles on the school site.

- The School has three separate entrances: The Main Gate, the Craven Road Exit and the Addington Road Gate. Each will be open, and if each gate is used proportionately maximum social distancing will be achieved. If this does not happen naturally according to the direction of travel by which students come to the School, different year groups may be instructed to use only one or other gate. Parents and students will be informed if this is the case.
- Staggered arrival times for students have been established as follows:
 

Years 7, 8 & 9:	08:20 (first lesson 08:25)
Year 10 & 11:	08:55 (first lesson 09:00)
Year 12 & 13:	09:30 (first lesson 09:35)
- Students should not arrive before this time. Families with more than one student in the school may arrange transport so that both sons arrive in time for the earliest required activity on this site and plans are being made to coordinate appropriate spaces for these students to undertake private study whilst they wait for their lessons. Sixth Form students arriving before their first lesson should undertake private study in their Sixth Form common room. Students in Year 10 and 11 who need to arrive early because of transport issues will be given an appropriate space. Boarding students will be supervised to study in their Prep Rooms or in their own bedrooms. All students arriving prior to lessons must remain They would need to be distanced from other students according to the principles in the Government guidance.
- Morning registration will take place at the beginning of Lesson 1 for Years 7-9, Lesson 2 for Years 10-11 and Lesson 3 for Years 12 & 13.
- Once dismissed, students must leave the School site without delay and not congregate on or off site.

## Behaviour

- An addendum to the Management of Student Behaviour Policy has been considered in order to enable the effective implementation of the guidance if necessary. It has been ratified by the Executive Committee of the Governing Body on Thursday 27 August
- Details of the expectations will be shared with all staff, students and parents with a focus on RESPECT and the importance of following rules, ensuring safe movement and good hygiene to minimise risk.
- We expect students to work constructively with staff to ensure the safety of all.
- We are committed to clear, consistent, reasonable and proportionate expectations of student and staff behaviour. Staff and students will have time allocated at the start of term to process updated guidance to ensure clarity and consistency of approach.

[At A Glance – all students](#)

[At A Glance – all boarders](#)

- How will we manage the attitudes of students towards the illness? There have been some reports from other schools regarding unkindness towards Chinese and other Asian young people in the context of coronavirus. Reading School's position is clear: unkindness is unacceptable and could be considered bullying. There is no place for it in the school community. Moreover, our policy linked to the Management of Student Behaviour will treat inappropriate remarks in relation to any of the protected characteristics as a disciplinary event. Any student found to have made an inappropriate comment in this context should expect significant sanctions, which might include exclusion from the Day School and/or Boarding for a fixed period.
- The impact of the Coronavirus on mental health has been considerable. The pastoral structures of the school continued to operate during the period of remote learning. When students return to School, as boarders or as Day students there will be the opportunity for them to talk as necessary with Heads of House, Housemasters, Matrons, Tutors, the Chaplain or the School Counsellor. There will be structured opportunities for discussion linked to Tutor period and the asynchronous afternoons approach. This is in addition to the provision of help and advice as it is needed by individuals through the Student Support team.

## Breaktimes

- Breaks will be staggered as illustrated above, and taken in designated outdoor zones. The space outside science will be given exclusively to Year 7 and 8 students during their breaks. Other year groups will be allowed to use the MUGA, the table tennis playing area and, when it is ready, the outdoor gym. No students are to leave the School site. Details regarding actions if 'wet breaks' are declared will be published at the beginning of the Michaelmas Term.
- The Refectory to be split into zones to accommodate successive waves of Year Groups. "Grab and go" service to be offered alongside the usual menu. Packed lunches and "Grab-and-go" items to be eaten in appropriate outdoor break area highlighted in the bullet point above. (All packed lunch rubbish must be disposed of appropriately). Catering provision will be influenced by the Government guidelines regarding distancing and COVID-19 transmission. Alternatives to biometric purchasing will reduce the risk of fingerprint sensors becoming a route for transmission. Boarders will be provided breakfast and Dinner/Evening meal according to schedules to be published in a separate boarding communication.
- We are committed to supporting students whose families are experiencing hardship through our [Reading School Promise](#) and hope any families facing challenges because of adjustments to the curriculum or ongoing circumstances will communicate with the Headmaster. We are happy to support with costs for Face coverings and hand sanitisers if required.

## Collections

Curriculum planning will be supported through the use of assessment to identify knowledge gaps and accurately inform teachers about the deficiencies in understand that may have accumulated through the sustained absence of face to face teaching. Year 11, 12 and 13 students have been informed of the schedule for these 'Collections' assessments. The primary purpose of these assessments is to establish a baseline and ensure teachers can tailor their delivery. For most year groups whole class/cohort feedback will be given rather than individual marks. Significantly, Year 11 and 13 students should be aware that these collections will have an impact on predicted grades, and Year 12 students have already been informed that these collections are an important aspect of considerations regarding subject suitability.

- For Year 12 students, assessment will take place every afternoon in the week commencing Monday September 7<sup>th</sup>.
- For Year 13 students, assessment will take place every afternoon in the week commencing Monday September 14<sup>th</sup>.
- For Year 11 students, assessment will take place every afternoon over two weeks, commencing Monday September 28<sup>th</sup>.
- For Year 7-10 students, many assessments will be undertaken in the week commencing Monday September 21<sup>st</sup>. Some will be in afternoons, some in lessons and some will be able to be completed remotely. Further details will be confirmed.

In September in every subject, every student will have a meaningful assessment (a 'Collection') that enables us to diagnose learning deficits against 'normal' cohorts at the same stage of their education, facilitates adjustments to the curriculum and helps us provide tailored support for students in greatest need of intervention. For students in Years 11-13 these assessments will be in the form of formal examinations in almost all subjects. This is also important in case next year's public examinations depend on Centre Assessed Grades. For students in Years 7 – 10 some Collections will be formal test style pieces of work. In other subjects it may be a performance, an essay or a practical write-up. We want to undertake these assessments out of the classroom if at all possible, so as to minimise disruption to teaching. We do not want parents or students to feel stressed about these assessments and will not be ranking students in Years 7-10 or providing grades. Rather whole class feedback and tailored support will be delivered. Some of the principles underpinning these assessments are:

- We must create a clear whole cohort picture of the deficit accrued through six months out of school,
- We must enable diagnosis of threshold concepts that need revisiting and areas of weakness caused by the current circumstances,

- We must generate reassuring whole cohort feedback that helps students locate the difficulties they have faced within a continuum,
- We must strive to motivate students to display learning and realise that what they are doing at home matters,
- We must be able to identify individuals in need of subject-specific or more holistic intervention,
- We must add evidence that the student support team can continue to provide the best possible support to students,
- We must continue to help students prepare for the pressures of public examinations without feeling overwhelmed

#### Collections Week Commencing overview

<b>Year</b>	<b>Venue</b>	<b>Date</b>	<b>Timing</b>
7	Remote assessments	WC 28/9/20	Each subject will inform their class of the arrangements and format of assessment.
8	Remote assessments	WC 21/9/20	Each subject will inform their class of the arrangements and format of assessment.
9	Remote assessments	WC 21/9/20	Each subject will inform their class of the arrangements and format of assessment.
10	Remote assessments	WC 21/9/20	Each subject will inform their class of the arrangements and format of assessment.

**Year 11 Collections**  
**Monday 28th September - Friday 9nd October 2020**

	Monday 28th	Tuesday 29th	Wednesday 30th	Thursday 1st	Friday 2nd
13:05 - 15:25	Maths 90mins	English 60mins Geography 60mins	Biology 90mins	Chemistry 90mins	Physics 90mins

	Monday 6th	Tuesday 8th	Wednesday 7th	Thursday 8th	Friday 8th
13:05 - 15:25	Latin 90mins	German Spanish French 105mins <b>3 clash*</b>	Economics 90mins	History 70mins Ancient History 50mins	Computer Science 90mins

\* The students with clashes on Tuesday 6th will need to discuss with their teachers which subject they would like to sit first, and be prepared to finish later than normal on that day.

**Monday 7th - Friday 11th September 2020**

	Monday 7th	Tuesday 8th	Wednesday 9th	Thursday 10th	Friday 11th
Session 1 13:05 - 14:35	Maths and Further Maths (120mins)	Physics (45mins)	Chemistry (90mins)	Biology (90mins)	History (90mins)
Session 2 14:35 - 16:05	Maths cont.	Spanish German French (90mins)	Computer Science (90mins) Geography (90mins)	English Lit (90mins)	Classical Civ (90mins) Latin (90mins) <b>1 clash*</b>

Session 2 on Tuesday 8th and Wednesday 9th will begin at 14:00.  
 \*The student with a clash on Friday, in session 2 will need to sit their Latin exam in session 1.

**Year 13 Collections**  
**Monday 14th - Friday 18th September 2020**

	Monday 14th	Tuesday 15th	Wednesday 16th	Thursday 17th	Friday 18th
Session 1 12:30	MATHS (90mins) MATHS & FURTHER MATHS (120mins)	FRENCH (115mins) PHYSICS (90mins) ENGLISH (120mins)  Clash = 2 Chebotar (Ph/En) Spence, J (Fr/En)	LATIN (90mins) CHEMISTRY (90mins)  Clash = 1 Kadambadi	ECONOMICS (120mins) SPANISH (115mins)	GERMAN (115mins) COMPUTER SCIENCE (90mins) GEOGRAPHY (100mins)
Session 2 14:00	HISTORY (90mins) Late finish = Abchanov, Barron, Parekh		BIOLOGY (90mins)	CLASSICS (84mins) Late finish = Osborne Ec/Ci	

## Classroom: equipment and interaction in the classroom

- Students should bring in no more than essential items from home. For individual and frequently used equipment, such as pencils and pens, students should have their own supply and not share with others. They should be sure to have spares of essential items, but not overload themselves, especially as many items may need to be sanitised daily.
- At lesson changeover students must go straight to their timetabled room, enter without lining up and sit down in a seat allocated by the member of staff. Bags should be placed under students' chairs.
- Students may use the new lockers located around the school site, appropriately. Preferably only at the beginning of the school day.
- Classroom based resources, such as books, can be used and shared within a group but should be cleaned regularly. Items that are shared between groups, such as Sports, Arts and Science equipment, should be cleaned between groups or rotated to allow them to be left unused for a period of 48 hours (or 72 hours for plastics).
- School computers and keyboards must be cleaned with the wipes provided before use. Computers must be turned off after use and cleaned with wipes along with the keyboard.
- Students must keep all of their belongings with them. Belongings must be taken home at the end of each day, where they should be wiped down. Students must take personal responsibility for their belongings and respect the belongings of others.
- Potential capacity for students in Year 10-11 to bring their own computer or tablet for study purposes has been enhanced. However, charging on site will not be possible. If Year 10 and 11 students do bring their laptops in to school, students should undertake a full charge at home/Boarding House each evening and are welcome to bring a spare battery on site. Year 12 and 13 already have this opportunity and there will be no change in this regard.
- Teachers should stay at the front of the class and students should sit side-by-side and face forwards in class wherever possible. Hand sanitiser, tissues and wipes for cleaning desks will be available in each classroom. Desks should be cleaned by students with wipes appropriately regularly.
- Classrooms should be ventilated by opening windows where possible.

## Curriculum Adjustments and Timings

- Students should pay close attention to notes at the front of their summer report regarding meaningful activities to keep them on track over the summer holidays. These have been suggested to minimise learning gaps and maximise reintegration in September.
- New students to the school have been given induction videos (year 7) and invitations to the August registration day (Year 12). There will also be extra time at the start of term for these students to be welcomed to the School.
- At the start of September there will be no assemblies or chapels. These will be gradually reintroduced either via video links, or through visits by the Chaplain to individual form groups as and when it is safe and appropriate to do so the Chapel will be opened to one year group at a time.
- The Year 7 & 8 curriculum has been adjusted to increase time for Drama, RS, PE and PSHE, facilitating time for maximum interaction, reflection, socialisation and the recovery of personal health. Games activities have been reorganised to achieve this, with no other subjects having a diminished number of lessons. For students in Year 7, due to school closures, it may be necessary to address gaps in English and Maths by teaching essential knowledge and skills from the Key Stage 2 (Year 6) curriculum.

- The curriculum for Years 9, 10 and 11 has been adjusted to increase Science, Maths and English lessons. Games activities have been reorganised to achieve this, with no other subjects have a diminished number of lessons. For Year 11 students Religious Studies short course GCSE and AS Philosophy will be an optional activity undertaken outside of lesson time.
- The formal curriculum for Years 12 & 13 has not changed.
- The nature of external assessments for Year 11 and 13 students is being reviewed by the DfE and Ofqual.
- All lessons will be 35 minutes. The normal fortnightly cycle of timetabled lessons will remain. However staggered breaks mean that all students will have a fixed school day of eight 35-minute sessions and must arrive five minutes in advance of their first lesson.

	08:25	09:00	09:35	10:10	10:45	11:20	11:55	12:30	13:05
	1	2	3	4	5	6	7	8	Tutor
7	1	2	break	3	4	break	5	6	Tutor
8	1	2	3	break	4	5	6	break	Tutor
9	1	2	break	3	4	5	break	6	Tutor
10		1	2	3	4	break	5	6	Tutor
11		1	2	3	break	4	5	6	Tutor
12			1	2	3	4	5	6	Tutor
13			1	2	3	4	5	6	Tutor

## Hygiene – reducing risk of infection

Preventing the spread of Coronavirus within the school community involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces).

- A range of approaches and actions will be employed to reduce the risk of infection, mindful of current Government guidance.
- The overarching principle of the plan is to reduce the number of contacts between students by trying to structure, where possible, year group “bubbles” which maintain social distancing. Separation between groups of students is entirely achievable for KS3 students, and for others is being maximised by staggered breaks and, where possible, through rooming decisions.
- A range of approaches and actions will be employed including to reduce the risk of infection. The overarching principle is to reduce the number of contacts by keeping year group ‘bubbles’ separate and through maintaining social distancing. Both measures are used as both bring benefits even when implemented partially. Students are required, as far as possible, to take personal responsibility for keeping socially distanced from students in other year groups and for keeping their distance and avoiding physical contact with their own year group.
- The approach in boarding will reflect the Boarding context and be shaped by BSA advice and guidance.
- Members of staff unable to attend because of specific clinical or public health advice, where possible, will be enabled to work remotely or in a role where it is possible to maintain social distancing. We are fully aware of our legal duty to protect our staff and others from harm and are currently assessing health and safety risks and also considering how to meet our equalities duties.

- As part of our emphasis on student welfare and wellbeing, parents are reminded of the Government advice of requiring people returning from some countries to quarantine for 14 days on their return. Parents are asked to be mindful of this and also the risk that where students travel abroad, travel arrangements can be disrupted, for example, reinstatement of lockdown measures in the places they are visiting.
- Up to date government quarantine advice relating to international travel may be found here (link required)
- Where possible, staff should keep distance from students and other staff (ideally 2 metres from other adults). They should minimise close face-to-face contact and the time spent within one metre of anyone.
- Outside of local lock down areas, face coverings won't be required in school, though schools have the flexibility to introduce measures if they believe it is right in their specific circumstances'. To protect the vulnerable members of our Reading School community (students, staff and parents who have been shielding) we would support any students and staff who choose to wear a face covering/mask in lessons and communal areas of the school.
- Students are encouraged to keep their distance and avoid physical contact within their group and keep social distanced from students in other year groups. This is a fundamental aspect of plans to reduce transmission risk. Students are expected to adhere to this principle at all time on the school site and on their journeys to school, where possible.
- Students are expected to utilise the sanitiser stations upon entering the School site.
- Students and staff to be encouraged to maintain good hygiene by:
  - sanitising their hands on arrival, and regularly the day, before and after eating, and after sneezing or coughing.
  - having their own supply of hand sanitiser to augment that available in dispensers and classrooms around the School. If washing their hands with soap and water they should do so for 20 seconds and dry thoroughly.
  - accessing the toilet/bathroom facilities only to use the lavatory (because in these spaces social distancing and non-mixing of groups is difficult to maintain).
  - using a tissue or elbow to cough or sneeze into and use bins for tissue waste (*'catch it, bin it, kill it'*).
  - not touching their mouth, eyes and nose.
- Full School Uniform and normal Staff Dress Code will apply. Uniform does not need to be cleaned more often than usual, nor do they need to be cleaned using methods which are different from normal. On days when students have Physical Education they should attend school in their Reading School PE kit, and not come in in their uniform.
- Students must regularly wash or sanitise hands and will be reminded to do so at the end of each lesson or break.
- Students should sit side-by-side and face forwards in class wherever possible.
- Members of the Cleaning Team and Estates staff will clean and empty bins during the day.
- The number of people in the School Reception will be limited to allow for social distancing.
- Visitors are to be deterred. Those visiting will be given specific guidance on the measures in place to reduce the risk and be escorted at all times if on-site.

## Movement between lessons

- Students must go straight to their timetabled room and enter without lining up and sit down in a seat allocated by a member of staff, unless instructed otherwise due to operational issues in particular locations.
- Brief transitory contact with other groups is considered low risk by Public Health England. But busy corridors, entrances and exits should be avoided where possible. Risk mitigation measures such as the wearing of masks is encouraged in corridors and communal areas but is not yet mandatory.
- Some parts of the school will be zoned for teaching space by year group, for instance Year 7.
- A one-way system will operate in some parts of the school. At no point should students disregard the one-way system in place (even when moving to and from toilets).
- Signage and floor markings will highlight requirements.
- Non-fire/security doors may be propped open to limit use of door handles and aid ventilation.

## Risk Management

- In line with the latest government guidance published on 2 July and updated on 7 August, Reading School are now working towards a 5-point process for the full opening of the school, and boarding provision in September. The 5-point below has been endorsed by Public Health England (PHE).
- The 5-point process aims to ensure:
  - That current risk assessment processes in place from Phase 3 are continually updated;
  - That pupils and parents receive the best possible guidance;
  - That our staff are supported and guided;
  - That our planning ensures rapid response to any potential outbreaks and enables revision of risk assessments where identified.
- Reading School are working with the Reading School Parents' Association, the Reading School Boarding Parents' Association working group, local schools, international partners and with Union representatives to ensure a wide range of views are taken in to account with regards to our plans for reopening. We continue to be mindful of queries raised by staff and parents, and grateful for these. Please find links to the most up to date risk assessments:

[Risk Management Statement for Parents and Pupils](#)  
[Overarching Risk Assessment](#)

### Point 1 - Public health advice to minimise coronavirus (COVID-19) risks

- Risk assessment  
First and foremost, Reading School have, and will continue to risk assess all activities with a focus on reducing risks to the lowest reasonably practicable level by taking preventative measures. Our Health and Safety Consultant has been supporting our Reintegration Team to better understand what impact this latest guidance will have.
- System of controls  
Having assessed risk, we will then follow the Governments 9-point **system of control**, adopting measures in a way that address the risk identified in our assessment, work for our school, and allow us to deliver a broad and balanced curriculum for all pupils, including full educational and care support

for those pupils who have SEND. The Government have been clear that If schools follow this guidance we will effectively reduce risks, and create an inherently safer environment.

- **Prevention:**  
Minimise contact with individuals who are unwell, or who have someone in their household who does, do not attend school.  
Clean hands thoroughly more often than usual  
Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.  
Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.  
Minimise contact between individuals and maintain social distancing wherever possible.  
Where necessary, wear appropriate personal protective equipment (PPE).
- **Response to any infection**  
Engage with the NHS Test and Trace process.  
Manage confirmed cases of coronavirus (COVID-19) amongst the school community.  
Contain any outbreak by following local health protection team advice.
- **Face masks**  
In addition to the above, and in line with [government advice](#) updated on the 25<sup>th</sup> August, face coverings should be worn by both pupils and staff in corridors and other areas of high traffic. Face coverings are optional within the classroom and office space. Full face visors will be available for staff upon request.

## **Point 2 – School Operations**

Areas of consideration for the reopening, and where we will once more following the latest guidance include:

- School transport and wider public transport use.
- Attendance expectations including those who are shielding or self-isolating.
- School workforce.
- Safeguarding.
- Catering.
- School uniform.
- Educational visits.
- Extra-curricular provisions.

In addition, for Boarding provision include areas such as:

- Accommodation.
- Ablutions.
- Laundry.
- Common rooms.

## **Point 3 – Curriculum, behaviour and pastoral support**

- The details outlined above are the response of the Reintegration Team following comprehensive review of options available for the autumn term, and how this can fit with the latest guidance. Teachers will need to respond with professionalism to the challenges of delivering the curriculum. Middle Leaders, supported by Senior Leaders, will lead the required modifications to the implementation of the curriculum in their specialist subject area. Potentially, the need to support individual students and cohorts impacted by school closure from March-July will be enhanced. The Student Support Team will be in readiness with behaviour and pastoral support as appropriate. Both the Boarding Team and House Teams will also be mindful of the potential impact of coronavirus and how to respond, working with outside agencies as required.

#### **Point 4 – Assessment and accountability**

- Although Ofsted inspections are suspended for the autumn term, we will continue to work to the high standards that resulted in the school receiving Outstanding in February of this year, and work with the Government in assessing the impact of COVID-19 on this cohort of pupils. We need to be ready for a Covid-19 monitoring visit from the third week in September and potentially a Section 5/8 or 'no formal designation' Ofsted inspection according to risk assessment criteria e.g. last full Ofsted Inspection over 10 years ago.

#### **Point 5 – Contingency planning for outbreaks**

- As outlined above, if there is 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 and Public Health England 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. Our contingency plan has been updated to include reference to COVID-19.
- Contingency planning for the possibility of local lockdown includes the rapid provision of high-quality online and offline resources and teaching videos, and include the use of online tools that allow interaction, assessment and feedback. Where possible, students who are unable to be in school will have access to lessons via Microsoft Teams
- In relation to contingency planning and in response to localised lockdowns and local restrictions -, If necessary, the School will separate Years 7, 12 and 13 to be on site in Week A and Years 8-11 to be on site in Week B. Boarding will continue to be open.
- Contingency planning is predicated upon our commitment to make steps towards 'new normality' as safe as possible for our staff, our pupils, and in compliance with current Government guidance and approved by the Governing Body.
- It is planned that in all these contingencies, Boarding will continue to open, in line with Government guidance.

Regarding specific actions and advice relating to how to deal with potential cases of coronavirus amongst both staff and students, please note the following:

#### **Boarding**

The boarding community will be guided by the same underlying principles laid down by Reading School with regard to reducing the risk of coronavirus transmission in schools. An update was sent on Friday 21st August finalising plans in light of any further government advice. The plans inevitably go above and beyond the day school approach to facilitate an environment where boarders can live, study and socialise safely across all year groups, with aligned contingency planning embedded to proactively respond to any potential disruption due to Covid-19. For further information, please refer to the [BSA Updates](#).

- The current guidance from the Government is that boarding schools should work with representatives of Public Health England to determine the arrangements which are most effective and most appropriate.
- The Boarding Houses will continue to function as communities of up to 40 boys overseen by a team of House Master, Deputy Housemistress, Boarding Staff and Matron. In the context of the current guidance, such a model would require each Boarding house to be classified as a household. The subsequent issue is that the whole house may potentially be required to self-isolate for a period if a boarder were to develop the symptoms of the illness.

- To reduce the risk, we will devise ‘bubbles’ or groups within each House. House Masters, Boarding Tutors and Matrons will not belong to any of these groups; they will instead preserve social distance in their supervision of boarders. Those groups will constitute separate households within each physical boarding house.
- Boarders will need to preserve social distance with other boys in their Houses outside their groups. The advantages of such an approach will be the limit on the number of boarders required to self-isolate in the event of illness within the group and the avoidance of difficulties arising from the sharing of rooms in Years 7-9. The disadvantage would follow from the need for social distancing to be preserved outside the groups.
- If Boarding staff, who are teachers, need to self-isolate but otherwise continue to feel well, they will be able to teach their lessons online via Teams as they have done during the period of Remote Learning between April and July.
- It is possible that the rate of absence among staff, including Boarding staff for reasons of illness might increase. Contingency plans are in place to ensure sufficient staffing levels so that a rising incidence of illness does not compromise the operation of Boarding.
- The current guidance enables children who board to belong to a household group in school and one at home. This arrangement enables boarders to be weekly boarders. Parents have the responsibility to ensure that all government advice is followed and good health is to be confirmed before boarders re-join their household group in East Wing and South House.

#### **What if a student becomes unwell?**

- If a student becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they will be sent home and advised to follow government guidance. Staff should send any student who is presenting symptoms to the Medical Centre. If a student is awaiting collection, they will be moved to a room where they can be isolated. If they need to use the toilet facilities while waiting to be collected, this will be cleaned before being used by anyone else. In an emergency, an ambulance will be called if the student becomes seriously ill. The process will be explained to all students and has been published to parents on Friday 21<sup>st</sup> August and a link provided [here](#).
- Where a student or member of staff tests positive, those they have had contact with will be sent home and advised to self-isolate for 10 days. As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England’s local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. Where the student or member of staff tests negative, they can return to School and fellow household members can end their self-isolation.
- Student will receive clear guidelines regarding all of the above points in their academic preview sessions as an up-to-date reminder of their responsibilities at the start of term. We ask all parents to reinforce the importance placed on each student taking personal Resources responsibility for adhering to rules and guidelines which will keep them and other safe.

## What happens if a member of staff develops Coronavirus symptoms at School?

- Any members of staff who have helped someone with symptoms and any students who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they are requested to do so by NHS Test and Trace. Everyone must use hand sanitiser or wash their hands thoroughly for 20 seconds with soap and running water after any contact with someone who is unwell. The area around the person with symptoms will be cleaned with appropriate cleaning products after they have left to reduce the risk of passing on to other people.

## [Responding to a suspected case of Covid-19](#)

NHS Track and Trace

Staff need to be ready and willing to:

- Book a test if they are displaying symptoms.
- Provide details of anyone they have been in close contact with if they were to test positive for Coronavirus or is asked by NHS Test and Trace
- Ensure they self-isolate if they have been in close contact with someone who tests positive for Coronavirus, or if anyone in their household develops symptoms of Coronavirus.
- Staff should inform the School immediately of the results of a Coronavirus test, whether it is positive or negative.

## What happens if there is a confirmed case of Coronavirus in School?

If someone has attended who tests positive for Coronavirus, the School will contact the local Health Protection Team who will carry out a rapid risk assessment and guide the School through the actions it needs to take.

The School's Senior Leadership Team will actively monitor these arrangements to ensure that they are effective, working as planned and updated appropriately considering any issues identified and changes in [public health advice](#).

## Safeguarding

Safeguarding children is the responsibility of everyone at Reading School. We all must ensure that our students are safe and happy so that they can succeed. Now more than ever we must keep safeguarding at the forefront of all that we do.

The statutory government guidance Keeping Children Safe in Education has been updated this year to reflect safeguarding changes and advancements. The latest version of the document came into effect in September 2020.

It's essential that all staff who work in a school or education environment have read at least Part One of Keeping Children Safe in Education.

The document can be found here - [KCSIE 2020](#)

A summary of the changes can be found here - [NSPCC Summary](#)

- Mandatory Relationship Education, Relationship and Sex Education and Health Education guidance applicable from September 2020
- Mental health: the schools' responsibility to promote mental health and also take action if mental health problems are a safeguarding issue

- Domestic abuse: exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children
- Child criminal and sexual exploitation and county lines: child criminal exploitation is defined and included, together with some of the indicators
- The potential for children to be exploited when missing education is emphasised

Please note that there will be further safeguarding training, with staff being offered specific CPD or further training.

## September: Student Induction and Asynchronous Afternoons

- A fundamental component of Reading School's recovery planning is the use of Asynchronous Afternoons. The benefits of Asynchronous Afternoons are as follows:
  - Flexible opportunities for extra support for students who have struggled with learning during lockdown
  - Increased time for the student support team to deliver care for the emotional well-being of students and triage needs for additional support
  - Extra time for subject specific Year 11, 12 and 13 discussion groups and activities
  - Capacity for co-curricular clubs and societies which are crucial for well-being and may be run without students staying unnecessarily late into the evening
  - Opportunity to continue delivery of the best remote activities that have developed during 2020
  - Unambiguously staggered exit times, with students leaving between 13:05 and 15:25
  - Enhanced time for cleaning of the classroom environment
  - Increased flexibility in the adjustment of group activities if public health circumstances demand it
  - It enables the safe use of outdoor space to support the delivery of the curriculum.
- Contact sports cannot take place at this stage, but games options (and Floreat lessons) will ensure every student remains as physically active as possible. Singing, wind and brass playing will not take place in large groups such as choirs, ensembles or assemblies.
- Overnight and overseas educational visits continue to be prohibited but domestic educational day trips will resume where logistically possible, including taking students on local walks when appropriate.
- All students will have tutor time at 13:05.
- Two asynchronous timetabled afternoon sessions will run from 13:30-14:30 and from 14:30-15:25. Some of these will be compulsory (such as Year 11 and 13 revision activities) and Year 7-11 games, and some will be optional. Some will be delivered remotely and some on site. During September students will be asked to sign up for their preferred choices, and the full programme will begin in the week commencing 5<sup>th</sup> October
- Sixth Form students will have asynchronous time each week for activities related to each of their courses, and Year 11 students will have scheduled sessions to help achieve any 'catch up' where particular deficits are identified and for each of their options choices.
- The School site will undergo cleaning on Friday afternoons.
- We aim to run as many co-curricular activities on site as possible, and anticipate the range of clubs and the number of students we can involve increasing throughout the year.
- From October around 50% of the school population may be on the site each afternoon, with the remainder of the community leaving site from 13:30, staggering exit times and facilitating remote learning.

- Co-curricular provision will resume in due course, where it is logistically possible, with students kept within their year group. If this is not possible, government guidance allows for small, consistent groups made up of students from different years. Contact sports cannot currently take place. Singing, wind and brass playing will not take place in large groups such as choirs, ensembles or assemblies. Overnight and overseas educational visits continue to be prohibited but domestic day trips will resume in due course where logistically possible.

## **A return to school, September Afternoons and Asynchronous Activity provision:**

As we return to school, the first 4 weeks of September are planned as a reintegration phase which will gradually introduce all students to meaningful activity with their peers on site.

This summary outlines the key principles of September's reintegration, clarifies which students will be finishing at what time, and looks ahead to the resumption of our Asynchronous Afternoons in October.

Staggered starts and finishes are a key component of our new timetable, allowing for the safe movement of students on and off site. As such students may be finishing at either 1330, after AA1 at 1430, or AA2 at 1530 in the first 4 weeks of term.

The gradual resumption of activities through September will also allow for the scheduling of Collection Assessments for all students, which will allow staff to ascertain which areas of the curriculum need the greatest focus during lessons in the autumn term. Some of these will take place on site, but for many students these collections will be completed remotely from home.

Key to the reintegration phase is supporting Year 7 students in their transition and adjustment to school life. As such Year 7 students will be offered a number of induction sessions to ensure that this critical transition phase is both productive and positive for them.

### **Student Support**

Supporting the wellbeing and mental health of students across the School is a fundamental responsibility of School staff, and we aim to provide as many 1:1 and small group student support activities as possible. However in a period where catching up on missed academic opportunities is a priority, student support activities must not be placed in competition with academic lessons. Moving all student support sessions into afternoon slots ensures that Reading School is able to maximise engagement in student support provision without removing students from classes for appointments.

### **Assessment of Progress**

Asynchronous provision in September 2020 is orientated towards diagnostic analysis of learning and of any deficits in understanding that have accrued since the School moved into remote learning in March 2020. Collection assessments should not be undertaken in a way that interrupts delivery of the curriculum in morning lessons, and social distancing requirements along with limitations on available space mean that collections in the afternoons throughout September are the best way to provide tests under controlled conditions for significant numbers of students.

### **Tailored Catch up**

Providing core academic lessons in the morning leaves space in the afternoon for tailored catch up lessons which can be targeted to year groups, cohorts and individuals most in need of additional support. A more flexible afternoon timetable will allow Middle Leaders to orientate effort and attention to those students most in need of 'catch up'.

### **Staggered Departure**

A fundamental principle of DfE guidance is that School's should stagger entrance and exit times to reduce traffic and risk of contamination between year groups of students. Asynchronous delivery staggers departures from 13:30 to 15:25 whilst facilitating ongoing remote learning activities, ensuring that every student will be able to access learning, whether in School or at home. The asynchronous model provides a

safer transportation window for less busy journeys to and from school and in doing so protects staff and students with vulnerable family members.

More detail around anticipated departure times for students in September is included in this guide.

The pattern will shift until the full Asynchronous Activities program begins in October.

## **Broad and Balanced Curriculum**

The 'Reading Way' invites the School community to recognise the importance of sporting, musical and cultural clubs, and these co-curricular activities are fundamental to the breadth and the balance of education that students achieve at Reading School. Many would be impossible to deliver on site – such as Chess club which draws members from all seven year groups and, on site, is impossible to achieve whilst protecting year groups in bubbles and maintaining social distance. Other, such as sporting clubs could not run with their normal numbers under new health and safety guidance. Asynchronous provision means that trans-year group clubs such as Chess can run remotely, and sports clubs can be delivered to smaller staggered groups. Co-curricular delivery should not be seen as less important than academic subjects, is integral to students' socialisation, leadership development and wellbeing and is protected through asynchronous delivery.

## **Future Proofing the Curriculum**

Preparing for every eventuality, the asynchronous model ensures the sustainability of the curriculum in the event of local outbreaks, or 'lock-downs', and will ensure that any students who have to self-isolate may still benefit from the richest possible range of activities.

## **Details**

Two asynchronous timetabled afternoon sessions will run from 13:30-14:30 (AA1) and from 14:30-15:30 (AA2). Some of these will be compulsory (such as Year 11 and 13 revision activities) and Year 7-11 games, and some will be optional. During September students will be asked to sign up for their preferred choices, and the full programme will begin in the weeks commencing 5th and 12th October.

Sixth Form students will have asynchronous time each week for activities related to each of their courses, and Year 11 students will have scheduled sessions to help achieve any 'catch up' in each of their options choices. Year 10-13 students identified as needing additional 'catch-up' activities may also have these scheduled compulsorily in their asynchronous timetable.

It is anticipated that approximately 50% of the school population may be on the site each afternoon, with the remainder of the community leaving site from 13:30, to undertake asynchronous activities remotely.

## **September sessions and finish times by Year Group**

### **Week 1 from 7<sup>th</sup> September**

- |                                    |                 |
|------------------------------------|-----------------|
| ○ Year 7 induction daily           | finish at 15.00 |
| ○ Year 12 Collections              | finish at 15.25 |
| ○ Year 13 preparing for Collection | finish at 13.15 |
| ○ Year 8,9,10 and 11               | finish at 13.30 |

### **Week 2 from 14<sup>th</sup> September**

- |   |                          |
|---|--------------------------|
| ○ Year 7 Games Mon / Weds                                 | finish after AA1 at 1430 |
| ○ Year 8 Games Tues / Thurs                               | finish after AA1 at 1430 |
| ○ Year 9 EPQ / Games Mon                                  | finish after AA2 at 1530 |
| ○ Year 10 Subject Support / Games Tues                    | finish after AA2 at 1530 |
| <b>NB: On all other days, Years 7 – 10 finish at 1330</b> |                          |
| ○ Year 11 – Preparing for Collections                     | finish daily at 1330     |
| ○ Year 12   | finish daily at 1330     |
| ○ Year 13 Collections                                     | finish daily at 1530     |

### Week 3 from 21<sup>st</sup> September

- Year 7 Building Good Men activity afternoon:  
7C Monday, 7E Tuesday, 7L Wednesday, 7S Thursday, 7W Friday - finishing at 1500  
**On all other days finish at 1330**
- Year 8,9 and 10 Collections finish on site at 1330
- Year 12 PE Options on Weds / Thursday finishing at 1530  
**On all other days finish at 1330**
- Year 11 – Preparing for Collections finish daily at 1330
- Year 13 – following up on Collections finish daily at 1330

### Week 4 from 28<sup>th</sup> September

- Year 7 Collections finish on site at 1330
- Year 8 Games Tues / Thurs finish after AA1 at 1430
- Year 9 EPQ / Games Monday finish after AA2 at 1530
- Year 10 Subject Tutorials / Games Tues finish after AA2 at 1530  
**On all other days, Years 7 – 10 finish at 1330**
- Year 11 Collection (Week 1 of 2) finish daily at 1530
- Year 12 PE Options on Weds / Thursday finish at 1530  
**On all other days, finish at 1330**
- Year 13 – following up on collections finish daily at 1330

Students may also be asked to remain on site for 1:1 sessions, student support, pastoral intervention or careers sessions. These sessions will be communicated directly to students to ensure that transport can be organised appropriately.

**Week Commencing 7<sup>th</sup> September:**

Year 7 Induction Activities

	<b>TUTOR 1305</b>	<b>Start during AA1 at 1330, finishing at 1500</b>				
	<b>YEAR 7: Tutor time daily (All)</b>	<b>County</b>	<b>East</b>	<b>Laud</b>	<b>School</b>	<b>West</b>
<b>Mon</b>	<b>HoH</b>	Games	Building Good Men	Learning Habits	Team Building	Wellbeing Walk
<b>Tues</b>	<b>Tutor B</b>	Wellbeing Walk	Games	Building Good Men	Learning Habits	Team Building
<b>Weds</b>	<b>HoH</b>	Team Building	Wellbeing Walk	Games	Building Good Men	Learning Habits
<b>Thurs</b>	<b>Tutor B</b>	Learning Habits	Team Building	Wellbeing Walk	Games	Building Good Men
<b>Fri</b>	<b>HoH</b>	Building Good Men	Learning Habits	Team Building	Wellbeing Walk	Games

## Week Commencing 14<sup>th</sup> September:

Games Session Years 7 - 10

	<b>TUTOR 1305</b>	<b>AA1 1330</b>	<b>AA2 1430</b>
	<b>All Years Tutor time daily</b>	<b>Year Group Games sessions</b>	<b>Year Group Games sessions</b>
<b>Mon</b>	<b>Tutor</b>	Year 7 Games	Year 9 Games
<b>Tues</b>	<b>Tutor</b>	Year 8 Games	Year 10 Games
<b>Weds</b>	<b>Tutor</b>	Year 7 Games	
<b>Thurs</b>	<b>Tutor</b>	Year 8 Games	
<b>Fri</b>	<b>No tutor time</b>		

Collections - Year 12

	<b>YEAR 12:</b>	<b>YEAR 12: Session 1 - 1230</b>	<b>YEAR 12: Session 2 - 1400</b>
<b>Mon</b>	Start collections	Maths and Further Maths	History
<b>Tues</b>	Start collections	French / Physics / English	
<b>Weds</b>	Start collections	Latin / Chemistry	Biology
<b>Thurs</b>	Start collections	Economics / Spanish	Classics
<b>Friday</b>	Start collections	German / Computer Science / Geography	

**Week Commencing 21<sup>st</sup> September: Year 7 Building Good Men – House Sessions**

	<i>TUTOR 1305</i>	<i>AA1 1330</i>
	<b>YEAR 7: Tutor time daily (All)</b>	<b>YEAR 7: BUILDING GOOD MEN</b>
<b>Mon</b>	<b>HoH</b>	7C (JAS)
<b>Tues</b>	<b>Tutor B</b>	7E (TE)
<b>Weds</b>	<b>Tutor B</b>	7L (DMc)
<b>Thurs</b>	<b>HoH</b>	7S (SA)
		<b>13.05 – 14.05</b>
<b>Fri</b>	<b>HoH</b>	7W (JEE)

Collections are planned for Year 8, 9 & 10 during this week – arrangements to be confirmed

**Week Commencing 28<sup>th</sup> September: Year 8,9,10 and 12 Games**

	<i>TUTOR 1305</i>	<i>AA1 1330</i>	<i>AA2 1430</i>
	<b>YEAR 7,8,9,10&amp;12 Tutor time daily</b>	<b>Year Group Games</b>	<b>Year Group Games</b>
<b>Mon</b>	<b>Tutor</b>	<b>NA</b>	<b>Year 9 Games</b>
<b>Tues</b>	<b>Tutor</b>	<b>Year 8 Games</b>	<b>Year 10 Games</b>
<b>Weds</b>	<b>Tutor</b>	<b>NA</b>	<b>Year 12 Games - 1</b>
<b>Thurs</b>	<b>Tutor</b>	<b>Year 8 Games</b>	<b>Year 12 Games - 2</b>
<b>Fri</b>	<b>Tutor</b>	<b>NA</b>	<b>NA</b>

Collections are planned for Year 7 during this week – arrangements to be confirmed

Year 11 Collection Exams Part 1

Year 11 Collection Exams Part 2

**From 28.9**

**From 5.10**

	<i>From 1305 - 1525</i>
	<b>YEAR 11 Collection Exams</b>
<b>Mon</b>	<b>Maths</b>
<b>Tues</b>	<b>English / Geography</b>
<b>Weds</b>	<b>Biology</b>
<b>Thurs</b>	<b>Chemistry</b>
<b>Fri</b>	<b>Physics</b>

	<i>From 1305 - 1525</i>
	<b>YEAR 11 Collection Exams</b>
<b>Mon</b>	<b>Latin</b>
<b>Tues</b>	<b>German / Spanish / French</b>
<b>Weds</b>	<b>Economics</b>
<b>Thurs</b>	<b>History / Ancient History</b>
<b>Fri</b>	<b>Computer Science</b>

## Start of Term Arrangements 2020

Monday 7<sup>th</sup> September

Year	Venue	Time	Focus
7	Onsite	9.00 – 15.00	Induction, timetable, behaviour expectations and wellbeing
8	Remote Tutor Day via Teams	9.00	Academic preview, timetable, behaviour expectations and wellbeing
9	Remote Tutor Day via Teams	9.00	Academic preview, timetable, behaviour expectations and wellbeing
10	Remote Tutor Day via Teams	9.00	Academic preview, timetable, behaviour expectations and wellbeing
11	Remote Tutor Day via Teams	9.00	Academic preview, timetable, behaviour expectations and wellbeing
12	Onsite for new students	8.20- 1.00	Induction, timetable, behaviour expectations and wellbeing. Collections in the afternoon
13	Remote Tutor Day via Teams	9.00	Academic preview, timetable, behaviour expectations and wellbeing

### Who do I contact with a question?

If you have any questions or concerns relating to this School guidance please contact [cmole@reading-school.co.uk](mailto:cmole@reading-school.co.uk)