



Brinsley Primary and Nursery School
Full reopening plan
September 2020



Please read the following pages for background information on the full opening of schools in September 2020. Follow this [link](#) (or go to p7) to read the Questions & Answers specifically about BPS opening.

Rationale

The DFE have stated that, 'It is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term. Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later. In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics' analysis suggests that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults.

Given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school. In welcoming all children back this autumn, schools will be asked to minimise the number of contacts that a pupil has during the school day as part of implementing the system of controls outlined below to reduce the risk of transmission. If schools follow the guidance set out here, they can be confident they are managing risk effectively.

All schools must cover them all, but the way different schools implement some of the requirements will differ based on their individual circumstances. There cannot be a 'one-size-fits-all' approach where the system of controls describes every scenario.

System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community

9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

Minimising contact between individuals and maintaining social distancing wherever possible – ‘Bubbles’

The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:

- children’s ability to distance
- the lay out of the school

However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, dining halls, and toilets, and the provision of specialist teaching.

Consistent groups reduce the risk of transmission - they have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure.

For the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.

At primary school, schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).

Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement larger group sized ‘bubbles’. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. **We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.**

Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options, *and will still bring benefits even if implemented partially*. Schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching (maths, phonics) or wraparound care (breakfast club). Schools should consider resuming any breakfast provision from the autumn term. We recognise that schools may need to respond flexibly and build this up over time. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other

adults. This is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.

Measures within the classroom

Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. Adults should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.

Children should also be supported to maintain distance and not touch staff and their peers where possible. *This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.*

When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above.

Schools should make small adaptations to the classroom to support distancing *where possible*. That should include seating pupils side by side and facing forwards, rather than face to face or side on.

During the summer term, equipment and resources were minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.

It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats and reading books. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.

Measures within the wider school setting

Schools should avoid large gatherings such as assemblies with more than one group. Groups should be kept apart and movement around the school site kept to a minimum. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).

Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.

Schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Schools should remind parents about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.

Attendance expectations

School attendance will be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:

- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- schools' responsibilities to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

Individuals who are shielding or self-isolating

- a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)
- shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils or staff who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.

Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc). Holidays which have been postponed and rebooked during term time due to the Coronavirus outbreak and lockdown measures, do not constitute exceptional circumstances and should not be authorised. School policy should be followed in terms of referral to other agencies or the referral for a penalty notice.

School workforce

Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school.

Staff who are clinically vulnerable or extremely clinically vulnerable

Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.

Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing where possible. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

Curriculum, behaviour and pastoral support

The key principles that underpin our advice on curriculum planning are:

- Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

The DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading

- Aim to return to the school's normal curriculum in all subjects by summer term 2021: Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge
- Plan on the basis of the educational needs of pupils: Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment
- Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.

Early years foundation stage (nursery & reception)

For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.

For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.

Key Stage 1 & Key Stage 2 (years 1 – 6)

Schools are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.

QUESTIONS & ANSWERS – BRINSLEY PRIMARY AND NURSERY SCHOOL

What is a 'bubble'?

In order to minimise contact between all of the children who are attending school, schools have been directed to create 'bubble's so that contact is minimised. Every school setting is different so all schools will take into consideration their own setting, building layout, staffing, class sizes, team teaching, lunchtimes, playtimes, entrances and exits. Whilst we will ensure that children remain with their base class for the majority of the time, we have created the following bubbles to ensure we are able to provide the logistics required for the school to run:

| <u>Early years</u> | <u>Key Stage 1:</u> | <u>Lower Key Stage 2:</u> | <u>Upper Key Stage 2:</u> |
|--------------------|---------------------|---------------------------|---------------------------|
| Nursery | Year 1 | Year 3 | Year 5 |
| Reception | Year 2 | Year 4 | Year 6 |

Why have we decided on the phase bubbles – not every school is doing this?

If we stick purely with class bubbles, then we need to facilitate 8 staggered drop off and collection times, 8 individual morning and afternoon playtimes and 8 individual lunchtimes as children wouldn't be allowed to be in the same area (lunch hall or playground) at the same time. It would also make movement, particularly in the KS2 building much more difficult to manage. By using phase bubbles, it means that the children can have access to the lunch hall, instead of having to eat in their classrooms or in the nursery, they can have playtimes with friends who may be in a different class, targeted teaching can take place for children who across classes to support with targeted teaching, staff can move between the classes in their phase bubbles to offer support and deliver grouped or individual interventions, we are able to track and trace groups of children and staff if required.

What happens if I have different children in different year groups with different drop off and collection times?

For this reason, we have elected to allocate drop off and collections by surname so children with the same surname can be dropped off and collected at the same time, with no disruption to the class teaching time. There will be 2 drop off times:

Surname A – K..... Drop off 8:45..... Collection 3:15

Surname L – Z.....Drop off 9:00.....Collection 3:30

We URGE parents to make every effort to stick to these times to minimise the number of people on site at any one time. There should only be 1 accompanying adult with any child at drop off or collection.

Please note all Nursery (FS1) children to start at 8:30am.

Where do I drop my child off or collect my child from?

Nursery (FS1) & Reception (FS2) – The normal door past the carpark.

Year 1 – The Hall door, having come through the school office gate

Year 2 – The Year 2 door, having come through the school office gate

Year 3 & 4 – The memorial garden entrance to the KS2 building, having come through The Moor gate

Year 5 & 6 - The Year 6 entrance to the KS2 building, having come through Moor Road gate, next to school crossing

Please help us by following these directions. In doing this we should spread the number of children and adults across the site more evenly.

Can adults bring children inside school or to the school doors?

EYFS and KS1 children can be accompanied by one adult, while we would expect KS2 children to be dropped off at the gate (although we will allow Year 3 children to be accompanied by an adult for the first few days). There may be certain children that this does not apply to – this can be arranged with the class teacher.

I need to speak to my child's teacher – what do I do?

Please phone the school to request a call back or to ask the office to pass a message on. Staff will usually be unable to ring during the school day, with the exception of lunchtime, if they are not on duty – so you may need to wait until the end of the day for a call back.

Does my child have to return to school in September, even if I, or they, are anxious?

Yes. The government have issued formal guidance stating that school attendance is mandatory. As a school, we are committed to ensuring the safety, happiness and well-being of all of our pupils – we know it will not be an easy transition for some children who will have been at home for 5 months and we ask parents to let us support the children in school with their routines and building relationships with peers and adults.

I have had to rebook my holiday due to the lockdown – what will happen?

As with all holiday applications, parents are directed to request a leave of absence form from the school office. We are unable to authorise any term time applications for holidays.

Because the children have missed so much of their learning last year will they be behind?

As we welcome the children back into school, there will be an adapted curriculum to ensure that we are assessing where the children are at academically and targeted teaching to 'fill the gaps' will take place. Some of the lessons we would usually teach may be pitched at a different level and the emphasis will be on the core skills, such as reading, phonics and key maths concepts. We ask parents to support us with this by practising and encouraging children to read and complete their homework each week. We will also be reviewing the curriculum to ensure that the children have capacity and opportunity to re-establish relationships and develop their growth mindset to support all areas of their wellbeing.

Will breakfast club still be on offer?

Breakfast club will be up and running by the Wednesday 2 September. A letter has already come out regarding booking for places – please follow this [link](#) to see it. There will be a limited capacity for breakfast club and priority will go to parents who require childcare due to work commitments. Breakfast club will be

open from 7:30am, while after school club will close at 6pm. From now on we will be calling this provision The Nook (which means 'safe place') We shall endeavour to accommodate the children from the different phase bubbles so that they are not fully mixing with children from across the whole school.

Will the children be able to have carpet time?

Yes. Children will be able to have limited carpet time, as guidance states that transmission occurs when in direct face-to-face contact with an individual for more than 15 minutes. For this reason, carpet time will be limited. This tends not to be normal practice for the older children anyway.

Will the children all have to sit in rows in their classroom?

Early Years & KS1 – No. The children will have small grouped tables where they are sat side by side one another and opposite other children, 2 table distances apart – this will allow for the sharing of practical resources which are relied upon in the younger years. These resources will be cleaned and disinfected regularly.

KS2 – Possibly (particularly the older children). The children will sit side by side and partner work will be facilitated. For group discussion, the children will pair up with the children sat in the rows behind them. This will also be dependent on the space available within each classroom, dependent on class sizes.

Will the children sit opposite each other at lunch time?

Yes. Though this will be for a minimal amount of time. The children will sit with members of their own class in separated areas of the hall. The children from the other classes in their phase bubble will be in the hall together, so that hot meals can be served and we have adequate adult supervision. The tables shall be thoroughly cleaned between each lunch sitting.

Will there still be assemblies?

Yes. There will be a combination of Zoom assemblies, which the children will view in their classrooms and class or phase assemblies.

Will the children see their friends if they are not in the same class?

Yes. By implementing phase bubbles, we are able to have phase playtimes at different times, which will allow the children much greater use of the playground, therefore more space and they will have the opportunity to see friends and build relationships with children who may be in a different class. Each phase bubble will have their own playground equipment so we are minimising the risk of infection through minimising the use of shared resources.

Will children have to wear uniform?

Yes – please note this guidance supersedes anything written in class letters. On return to school in September, children are required to wear full uniform. On the days when they have PE, we would like the children to wear their PE kit instead of school uniform so that changing is not required at school. This is to minimise close personal contact if children require support when changing when younger, or to reduce the need for older children to move classes to change with their gender groups. Please note that PE kit is NOT

non-uniform – children should wear a white t-shirt, navy or black shorts – with navy or black joggers over the top and a navy or black long sleeved top (if cold), with trainers. Information on when PE days are will follow from teachers.

Can the children bring their own pencil cases and bags to school?

Children can bring their own pencil cases to school in September. We shall provide the equipment they will need in the classroom, including a pencil case if needed. Children may bring a small school bag which should have essential only:

Lunchbox

Water bottle

Coat / hat / gloves

Reading book & diary; Spelling book

Will my child get help from the teacher if they need it?

Yes. Teachers will maintain social distancing wherever possible but they will be able to spend short amounts of time with children during independent work to support them with their learning.

Can children wear masks at school?

No. The guidance is very clear that masks should not be worn by children at school.

What happens if a child or staff member feels unwell?

If anyone in the school becomes unwell with

- a new, continuous cough
- a high temperature
- has a loss of or change in their normal sense of taste or smell

they will be sent home and advised to follow '*stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection*'.

This means that:

- A test should be arranged to see if they have coronavirus (COVID-19) – this should be arranged via the NHS website.
- If the test is positive, the child / staff member must self-isolate for at least 7 days. Other members of the household should self-isolate for 14 days.
- If the test is negative, the child or staff member may return to school once they feel better.

Will parents be told if a child or staff member is sent home?

No. Until a test result is received, no parents or staff will be notified. If the individual's test is returned as positive, then a text and email message will be sent out to the children / adults who are in the same bubble, stating that their bubble will be closing for 14 days.

What happens if my child's bubble closes?

In the event that we need to close a school bubble, then the staff and children must self-isolate at home and should be monitored for any symptoms for 14 days. Other members of the household do NOT need to self-isolate unless the individual who has attended school shows symptoms. Siblings who are in other bubbles at school may continue to attend school.

We shall notify you of the return to school date at the point of closure. Online learning will be available within 48 hours of the bubble closing and will be communicated through existing platforms such as Class Dojo, SeeSaw, etc.

What happens if there are more than 1 confirmed case of Coronavirus (Covid-19)?

If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – this may include the whole school site.

| | Start / Finish | Entry / Exit Point | Lunchtime | AM playtime | PM playtime |
|----------------------------|--------------------------------------|--|---|---------------|------------------------------|
| Nursery – Owls class | 8:30 – 11:30 12:15 – 3:15 | The normal door past the main <u>carpark</u> . | 11:30 – 12:15 In FS1 | | |
| Reception – Robins class | | The normal door past the main <u>carpark</u> . | 11:45 – 12:20 Hall 12:20 -1:00 FS2 | | |
| Year 1 – Chaffinch class | | The Hall door, having come through the <u>school office gate</u> | 11:50 – 12:10 Hall OUTSIDE PLAY: Upper playground | 10:30 – 10:45 | 2:30 – 2:45 |
| Year 2 – Goldfinch class | | The Year 2 door, having come through the <u>school office gate</u> | 11:55 – 12:15 Hall OUTSIDE PLAY: Upper playground | 10:30 – 10:45 | 2:30 – 2:45 |
| Year 3 – Dove class | Surname A – K: 8:45 – 3:15 | The memorial garden entrance to the KS2 building, having come <u>through The Moor gate</u> | 12:00 Lower playground 12:15 – 12:35 Hall 12.35 – 1:00 Upper playground | 10:10 – 10:25 | As needed and assuming space |
| Year 4 – Wren class | Surname L – Z: 9:00 – 3:30 | The memorial garden entrance to the KS2 building, having come <u>through The Moor gate</u> | 12:00 Lower playground 12:15 – 12:35 Hall 12.35 – 1:00 Upper playground | 10:10 – 10:25 | As needed and assuming space |
| Year 5 – Swifts class | | The Year 6 entrance to the KS2 building, having come <u>through Moor Road gate – school crossing</u> | 12:00 – 12:35 lower playground 12:35 – 12:55 Hall | 10:10 – 10:25 | As needed and assuming space |
| Year 6 – Nightingale class | | The Year 6 entrance to the KS2 building, having come <u>through Moor Road gate – school crossing</u> | 12:00 – 12:35 lower playground 12:35 – 12:55 Hall | 10:30 – 10:45 | As needed and assuming space |

Nottinghamshire School Holidays 2020-21



September 2020 to July 2021

| September 2020 | | | | | | |
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| July 2021 | | | | | | |
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| August 2021 | | | | | | |
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School Holidays
 Public Holidays
 Administration Day

Autumn Term

Schools Open - morning Tuesday 1 September 2020
 Half Term - Monday 19 October 2020 - Friday 30 October 2020
 Schools close - evening Friday 18 December 2020

Spring Term

Schools Open - morning Monday 4 January 2021
 Half Term - Monday 15 February 2021 - Friday 19 February 2021
 Spring Break - Friday 2 April - Friday 16 April 2021

Summer Term

Schools Open - morning Monday 19 April 2021
 May Day Bank Holiday - Monday 3 May 2021
 Half Term - Monday 31 May 2021 - Friday 4 June 2021
 Schools Close - evening Wednesday 28 July 2021

INSET DAYS