

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

2020-2021

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

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

<ul style="list-style-type: none"> <li>In the event of a positive result of a family-member which results in quarantine but the child is well, academies will prepare immediately for longer absence</li> </ul>		<ul style="list-style-type: none"> <li>Socially distant home visits to take place where vulnerability, RAG rating determines these necessary.</li> <li>Teachers continue to plan for the delivery and assessment of a progressive curriculum using the guidance above</li> </ul>
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**Minimum Frequency for KIT Phone Calls**

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

## Remote Education

### Remote Education Lead: Hilary Mitchell

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

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

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

- Keep in Touch calls at least weekly (EHCP children daily)
- Bespoke learning packs to develop Plan, Do, Review targets
- Individual support and advice given through personalised messages on Class Dojo
- Regular feedback given
- Personalised resources shared if appropriate (Eg: enlargement of print)

## Study Time

Each academy will share a timetable.

◀ Timetables published on Class Dojo and/or Academy Website

Year 3		Home Learning Timetable				W/C: 11/01/21
Activity	Monday	Tuesday	Wednesday	Thursday	Friday	
<b>Fitness and Wellbeing</b> 09.00 – 09.30	<a href="#">Joe Wicks the Body Coach Live</a>	<a href="#">Cosmic Kids Yoga</a>	<a href="#">Joe Wicks the Body Coach Live</a>	<a href="#">Cosmic Kids Yoga</a>	<a href="#">Joe Wicks the Body Coach Live</a>	
<b>Literacy</b> 09.30-10.30	<a href="#">Explore Features of Legends</a> <a href="#">Worksheet</a>	<a href="#">Explore Powerful Language</a> <a href="#">Worksheet</a>	<a href="#">Note Making</a> <a href="#">Worksheet</a>	<a href="#">Comparison of Two Legends</a> <a href="#">Worksheet</a>	<b>SPaG</b> <a href="#">Identifying Adverbs</a> <a href="#">Worksheet</a>	
<b>Guided Reading</b> 10.30 - 10.50	<a href="#">Definitions</a>	<a href="#">Listen to Chapter 2</a>	<a href="#">Listen to Chapter 3</a>	<a href="#">Match the Answers</a>	<a href="#">Listen to Chapter 4</a>	
<b>Mental Arithmetic</b> 11.00 - 11.30	<a href="#">Mathletics</a>	<a href="#">Mathletics</a>	<a href="#">Mathletics</a>	<a href="#">Mathletics</a>	<a href="#">Mathletics</a>	
<b>Maths (White Rose)</b> 11.30 - 12.30	<a href="#">Divide 2-digits by 1-digit (1)</a> <a href="#">Worksheet</a>	<a href="#">Divide 2-digits by 1-digit (2)</a> <a href="#">Worksheet</a>	<a href="#">Divide 2-digits by 1-digit (3)</a> <a href="#">Worksheet</a>	<a href="#">Scaling</a> <a href="#">Worksheet</a>	<a href="#">How many ways?</a> <a href="#">Worksheet</a>	
<b>Creative Curriculum</b> <b>Gods and Mortals</b> 1.15 - 2.45	<a href="#">Daily Life Diary</a> <a href="#">Worksheet</a>	<a href="#">Battle of Marathon</a> <a href="#">Worksheet</a>	<b>Science</b> <a href="#">Working Scientifically</a> <a href="#">Worksheet</a>	<b>RE</b> <a href="#">Hinduism</a> <a href="#">Worksheet</a>	<b>Handwriting</b> <a href="#">Worksheet</a>	

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

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

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

### **Online Remote Education**

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

Class Dojo - <https://home.classdojo.com/>

Mathletics- <https://login.mathletics.com/>

TT Rockstars - <https://play.ttrockstars.com/auth/school/student>

Reading Eggs - <https://readingeggs.co.uk/>

Oxford Owl - <https://www.oxfordowl.co.uk/login?active-tab=students>

Purple Mash - <https://www.purplemash.com/sch/caldmore>

Charanga - <https://charanga.com/site/>

### **Paper-based Remote Education**

Learning materials will be shared to cover the full curriculum for the equivalent of a full timetable for the period of absence.

Distribution and return of these resources will be in accordance with the local and national restriction/tier guidance at that time.

This process will be communicated clearly by staff each time.

### **Engagement and Feedback**

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

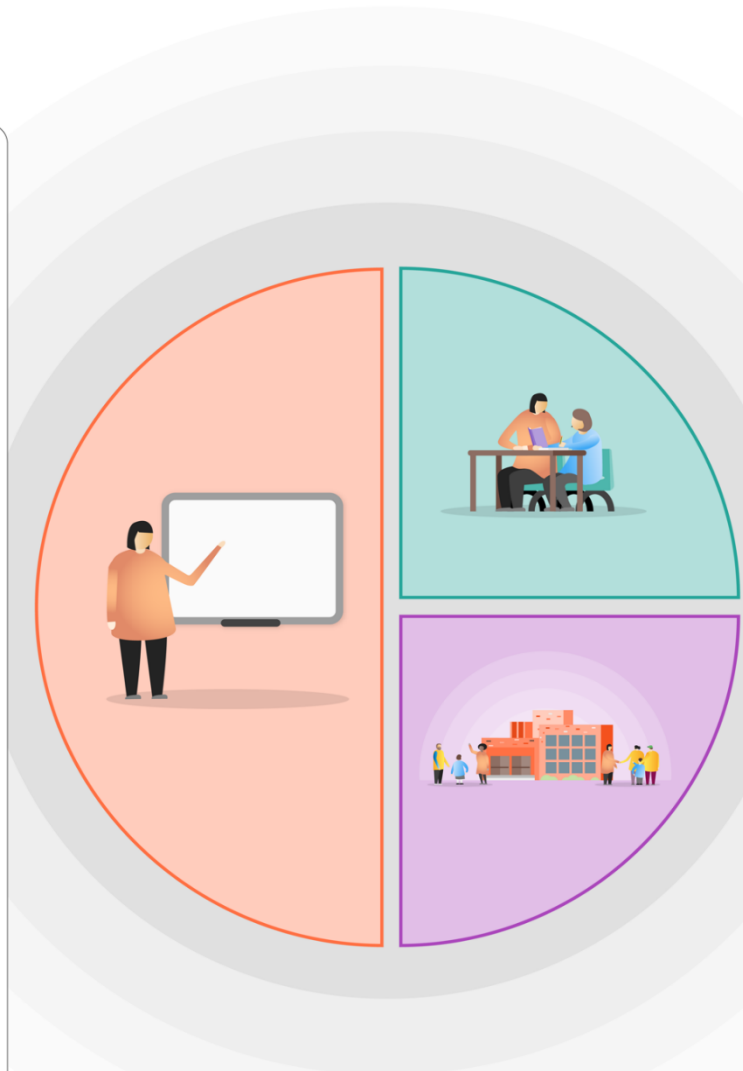
- Phone calls at least weekly
- Ongoing communication via online platform(s) listed above
- Live and/or pre-recorded feedback using videos, demonstration clips or sequences
- Whole class feedback where appropriate
- Written feedback where appropriate

## EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL



### 1 Teaching

- Quality First Teaching supported by evidence based CPD for teachers and support staff.
- A peer-support model to help embed and sustain research-based teaching strategies.
- A broad and engaging curriculum that focuses on building on skills acquisition
- Whole-class reading approach underpinned by clearly defined formative assessment practices.
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Development of a Maths Mastery approach supported by Maths No Problem



### 2 Targeted academic support

- Same-day in-class intervention.
- Phonics and spelling intervention through RWI programme.
- Specific intervention programmes led by both Teachers and Teaching Assistants.
- Baseline assessments to ensure gaps are closed through targeted QFT, skills and knowledge.

### 3 Wider strategies

- PE taught by specialist sports coaches
- Extensive outdoor learning provision.
- A rich PHSE programme, including Jigsaw recovery unit
- Safeguarding team to support vulnerable pupils
- Language/ Vocabulary rich environment and curriculum.

**Primary**  
**Diagnostic Assessment Overview**  
**September 2020**

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



	End of KS1 EXS+ Reading, Writing (including Grammar) and Maths	September	Using teacher/TA copies of 2019 KS1 SATs papers and EXS descriptors as working documents, undertake diagnostic formative assessments throughout general provision in order to identify aspects of EXS criteria needing to be prioritised.	<ul style="list-style-type: none"> <li>• Diagnostic assessments used to inform planning and additional support.</li> <li>• Pupils who were expected to achieve EXS+ to have met this standard by the end of Autumn 1.</li> </ul>
Y4	Reading, Writing (including Grammar) and Maths	September	Using teacher/TA copies of your individual Y3 Summer 2019-20 assessment materials as working documents, undertake diagnostic formative assessments throughout general provision in order to identify aspects of 'age-related' criteria needing to be prioritised.	<ul style="list-style-type: none"> <li>• Diagnostic assessments used to inform planning and additional support.</li> <li>• Pupils who were expected to be operating at 'age related' to have met this standard by the end of Autumn 1.</li> </ul>
Y5	Reading, Writing (including Grammar) and Maths	September	Using teacher/TA copies of your individual Y4 Summer 2019-20 assessment materials as working documents, undertake diagnostic formative assessments throughout general provision in order to identify aspects of 'age-	<ul style="list-style-type: none"> <li>• Diagnostic assessments used to inform planning and additional support.</li> <li>• Pupils who were expected to be operating at 'age related' to have met this standard by the end of Autumn 1.</li> </ul>

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

### Strategic overview

This is the overview of how we are addressing the gaps in learning caused during school closures. (20th March to 1st September.)

Year group	English	Maths	KLP	Home learning/Blended learning – Using school website, class dojo and home learning packs.
Nursery	<ul style="list-style-type: none"> <li>Nursery children who have remained will continue with Phase 2 – Letters and Sounds phonics in small family group, adult led sessions – based on start of year assessments (baseline)</li> </ul>	Children who have remained in Nursery will participate in small group maths sessions in line with their start of year assessment (baseline). Number Blocks and Ten Town to be used as a guide line with a	Following new Development Matters (Early Adopter School)	Use website/class dojo online to facilitate: *Number Recognition. *Guidance for parents on how to develop children's listening, speaking and communication skills. *Letters and Sounds

	<ul style="list-style-type: none"> <li>Pupils will be WELLCOMM screened and interventions put in place to plug any gaps.</li> </ul>	focus on Number.		<ul style="list-style-type: none"> <li>*Videos of teacher's reading and associated Guided Reading activities</li> <li>*Activities planned so children get opportunities to develop key skills for example fine motor activities.</li> <li>*Cornerstones resources for wider curriculum topics</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>Baseline assessment of Phonics to be carried out to ascertain individual starting points.</li> <li>Children will re-cap on Letters and Sounds but also start with RWI phonics.</li> <li>Baseline Assessment.</li> <li>Pupils will be WELLCOMM screened and interventions put in place to plug any gaps.</li> </ul>	Children will follow the planned units with a focus on number for much of the autumn term. Baseline assessments.	Following new Development Matters (Early Adopter School) -RWI	<ul style="list-style-type: none"> <li>Use website/class dojo online to facilitate:</li> <li>*Purple Mash</li> <li>*RWI – speed sounds</li> <li>*White Rose maths</li> <li>*Videos of teacher's reading and associated Guided Reading activities</li> <li>*Handwriting lessons</li> <li>*Cornerstones resources for wider curriculum topics</li> <li>*Mathletics</li> </ul>
<b>Years 1 to 4</b>	<p><b>SPAG</b></p> <p>*The first week of autumn term 2020 will be SPAG based.</p> <p>*The SPAG covered will be from the previous year group. The coverage sheets will be emailed to all staff. This is in case there is any missed terminology/learning that they will not learn during this academic year. It will also be a good opportunity to see what the children remember and teacher assess (for future planning) where you are starting from for that year.</p> <p>*New Unit will be resumed from week 2.</p> <p>* For the Autumn Term there will only be 4 literacy lessons per week, the fifth lesson will need to be a comprehension/SPAG lesson (alternate</p>	<p><u>Textbooks and slide planning- Maths No Problem</u></p> <p>Sep, Oct, Nov - Continue from where left off with Textbook B from the previous year using the slide plans on the staff drive or creating your own. Ideally aim for this to be finished by Oct half term but can go into November if needed.</p> <p>Dec, Jan, Feb, Mar Textbook A Apr, May, June, July Textbook B</p> <p>In order to get through this teachers will have to miss out or</p>	A Knowledge and skills based curriculum where every objective from the national curriculum is revisited on multiple occasions as pupils move throughout the school to continually build on skills progression. Wide curriculum based on Cornerstones topics	<ul style="list-style-type: none"> <li>Use website/class dojo online to facilitate:</li> <li>*Purple Mash</li> <li>*RWI – speed sounds</li> <li>*TT Rock Stars</li> <li>*Mathletics</li> <li>*White Rose maths</li> <li>*Videos of teacher's reading and associated Guided Reading activities</li> <li>*Oxford Owl – RWI spelling scheme</li> <li>*Handwriting lessons</li> <li>*Cornerstones resources for wider curriculum topics</li> </ul>

	<p>weeks). SPAG and comprehension will underpin literacy for this Autumn Term. If it fits in with the learning journey in English, that is fine, if not it will be taught separately using any other resources. A bank of resources will be available for teachers to access.</p> <p><b><u>Reading</u></b>  *Pupils to have time to read 1:1 with an adult (teacher or TA) before being given a home reading book. They can read a similar level to their last home reading book and the adult can decide whether they need to move up/down/stay the same.  *GR lessons to begin as normal, amend/tailor planning to cater to your cohort as you go e.g. if children have forgotten how to use a dictionary, spend more time than usual on this skill.  *GR lessons should focus on a high quality text. Throughout the year, you should cover fiction, non-fiction and poetry.  *There should be a written task in the guided reading books at least once per week.</p> <p><b><u>Spellings</u></b> - RWI spellings to be timetabled as normal to suit.  <u>Phonics</u>  *New RWI groups set up and taught in bubbles.</p>	<p>double up on some lessons. Maths leader will help teachers decide which lessons can be accelerated through. Y1 similarly complete reception syllabus during Sep, Oct and Nov. <u>Arithmetic Tests</u></p> <p>Use tests from the previous year group for Sep, Oct, Nov then change to own year group. Test to be completed once a week and timetabled to suit your year group.</p>		
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<p><b>Years 5 and 6</b></p>	<p><b>SPAG</b>          *The first week of autumn term 2020 will be SPAG based.          *The SPAG covered will be from the previous year group. The coverage sheets will be emailed to all staff. This is in case there is any missed terminology/learning that they will not learn during this academic year. It will also be a good opportunity to see what the children remember and teacher assess (for future planning) where you are starting from for that year.          *New Unit will be resumed from week 2.          * For the Autumn Term there will only be 4 literacy lessons per week, the fifth lesson will need to be a comprehension/SPAG lesson (alternate weeks). SPAG and comprehension will underpin literacy for this Autumn Term. If it fits in with the learning journey in English, that is fine, if not it will be taught separately using any other resources. A bank of resources will be available for teachers to access.</p> <p><b>Reading</b>          *Pupils to have time to read 1:1 with an adult (teacher or TA) before being given a home reading book. They can read a similar level to their last home reading book and the adult can decide whether they need to move up/down/stay the same.          *GR lessons to begin as normal, amend/tailor planning to cater to your</p>	<p><u>Textbooks and slide planning- Maths No Problem</u></p> <p>Sep, Oct, Nov - Continue from where left off with Textbook B from the previous year using the slide plans on the staff drive or creating your own. Ideally aim for this to be finished by Oct half term but can go into November if needed.          Dec, Jan, Feb,          Mar Textbook A          Apr, May, June,          July Textbook B</p> <p>In order to get through this teachers will have to miss out or double up on some lessons. Maths leader will help teachers decide which lessons can be accelerated through. Y6 to go at a faster pace, when required.</p> <p><u>Arithmetic Tests</u></p> <p>Use tests from the previous year group for Sep, Oct, Nov then change to own year group. Test to be completed once a week and timetabled to suit your year group.</p>	<p>A Knowledge and skills based curriculum where every objective from the national curriculum is revisited on multiple occasions as pupils move throughout the school to continually build on skills progression. Wide curriculum based on Cornerstones topics</p>	<p>Use website/class dojo online to facilitate:          *Purple Mash          *RWI – speed sounds          *TT Rock Stars          *Mathletics          *White Rose maths          *Videos of teacher's reading and associated Guided Reading activities          *Oxford Owl – RWI spelling scheme          *Handwriting lessons          *Cornerstones resources for wider curriculum topics</p>
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	<p>cohort as you go e.g. if children have forgotten how to use a dictionary, spend more time than usual on this skill.</p> <p>*GR lessons should focus on a high quality text. Throughout the year, you should cover fiction, non-fiction and poetry.</p> <p>*There should be a written task in the guided reading books at least once per week.</p> <p><b>Spellings</b> - RWI spellings to be timetabled as normal to suit.</p> <p><u>Phonics</u></p> <p>*New RWI groups set up and taught in bubbles.</p>			
<p><b>SEN Pupils</b></p>	<ul style="list-style-type: none"> <li>• Pupils will be re-assessed for intervention.</li> <li>• Interventions to start as soon as children are back at school.</li> <li>• 1.1 Intervention is used to plug gaps. (Wobbly Wallets.)</li> <li>• Plan, Do, Review targets for SEN and SALT pupils.</li> <li>• Language/ Vocabulary rich environment and curriculum.</li> <li>• Safeguarding team to support vulnerable pupils</li> <li>• YARC assessments.</li> <li>• Speech and Language Therapist to assess pupils and set targets.</li> <li>• WELLCOMM interventions in EY.</li> <li>• Early Talk Boost in Nursery.</li> </ul>	<p>SENCO to loan physical equipment to parents where needed.</p>		<p>KIT phone calls from SEN team to vulnerable pupils.</p> <p>Individualised learning packs provided by LSA.</p> <p>Class Do-jo used to engage with parents of SEN/Vulnerable pupils..</p> <p>Signposting parents to additional support.</p>

## Coronavirus related absences quick reference guide – September 2020

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

	<ul style="list-style-type: none"> <li>• <b>Provide information to school as per attendance policy</b></li> </ul> <p><b><u>Returning from a destination where quarantine is needed:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Do not come to school</b></li> <li>• <b>Contact school daily</b></li> <li>• <i>Self-isolate for 14 days</i></li> </ul>		
<i>...we have received medical advice that my child must resume shielding.</i>	<ul style="list-style-type: none"> <li>• <b>Do not come to school</b></li> <li>• <b>Contact school as required by the pastoral team</b></li> <li>• <i>Shield until you are informed that restrictions are lifted and shielding is paused again</i></li> </ul>	Code X	<i>...school inform you that restrictions have been lifted and your child can return to school again.</i>