

Plugs for Parents...

Wider re-opening:

This week we have emailed all parents and carers further guidance on wider re-opening from the Director of Public Health Sheffield and the Director of Education and Skills at Sheffield LA. For those parents of children in Reception Class, Y1 and Y6 who were reluctant to send their children back next week, please consider sending your child back to school from 29th June, as we feel that the children will greatly benefit from this – for the younger ones it will be a good transition into next year, and for our Y6s it will be good to reconvene for their final weeks at St Ann's.

Please see the schools re-opening procedures in our Handbook linked on our website: <https://st-anns.sheffield.sch.uk/wp-content/uploads/2020/06/Reopening-Handbook-.pdf>

School Meals: Week commencing 15th June is as follows:

Monday	Sausage roll (meat or vegetarian) with chips and vegetables – Jacket potato with a choice of fillings
Tuesday	Pasta and vegetables – Cheese or ham pizza
Wednesday	Burger in a bun, wedges and salad - Sandwich with a choice of fillings
Thursday	Chicken or Quorn sausage with roast potatoes and vegetables – Jacket potato with a choice of fillings
Friday	Fish fingers with chips and vegetables – Sausage/Quorn sausage with chips and vegetables

How do Protective Social Bubbles work? Please find below an excerpt from *Establishing Protective Social Bubbles in Settings* guidance we received from Sheffield Local Authority.

The principle aims of the 'bubbles' is that it enables contact with individuals outside the household but keep the numbers of people tightly restricted. This therefore has the effect of reducing transmission and helps prevent the spread of the virus. If we operate this system as effectively as possible and only interact within a small group of people it can prevent the virus spreading further.

It means that the aim of the system in place is to keep children in small groups with as little contact with others as possible. The same children in the 'bubble' then spend their school day in a kind of virtual cocoon with no or very limited cross over with others each day. These micro-groups/bubbles of pupils can arrive at separate times (staggering arrival/departure times for different bubbles), each bubble eat their lunch separately, stay in their own zones in the playground and are taught where possible by the same member of staff. The success and the benefit of the social bubbles is key if a positive case is confirmed and identified in a setting. Having a robust protective bubble model significantly helps with outbreak management and contact tracing. It means that 'bubbles' can be isolated quickly and where necessary only the bubble where the index case has spent time is isolated, meaning that the setting can remain open and other 'bubbles' continue.