

Contingency Plan – Outbreaks - For Individuals or Groups of Self-Isolating Pupils in **KS2**

Tier 1 (14 days)	School Response	Staff Who to Inform?	Key Activities/Timetable		Options
			Who?	What?	Option 1 Pre-recorded or Live Streaming Lessons
In the event of an individual child or a small group (10 children or less) needing to quarantine.	<p>Follow the school lockdown strategy for children in quarantine.</p> <p>Remote learning lessons must be provided for the children at home. Look at the options before deciding on the best form of action for your children (discuss this with your SLT before making a final decision).</p> <p>Digital devices must be accessible for the children (Check parent response on MS Forms questionnaire).</p> <p>If the child cannot access a device, the school needs to loan a device to the parents during the quarantine period (14 days). The device must be returned to the school at the end of that time (See parent protocol – signed document must be</p>	<p>The Head of School will need to inform the school staff and Trust daily about attendance data, any children testing positive and any decisions to isolate groups of children.</p> <p>The teacher must plan to add a section for remote lessons on their planning format so that they are considering the needs of real, live, and remote lessons for all children. After school online feedback with the children will be necessary for support and reassurance. (This is achievable as clubs have been cancelled for the foreseeable future.)</p> <p>The teacher need to make best use of all online learning platforms with their classes in school, so the children are confident and able to use their login details proficiently I.e. MS Teams, Century Tech etc.</p>	Class Teacher	<p>The priority is for all teachers to plan time into their weekly schedule to teach the children how to use all the features of MS Teams. This needs to be checked and monitored. Digital devices will need to be put on a weekly rota so that the KS2 children can access them.</p> <p>The teacher should be setting homework on MS Teams for the whole class as part of their normal practice.</p> <p>A section for blended learning needs to be added to the daily lesson plans for real and virtual lessons.</p> <p>Record all core lessons (English, Maths, Phonics, & Reading) and upload to MS Teams. (This is an aspirational goal – it may only be English and Maths initially)</p>	<p>The class teacher will live stream their lessons through MS Teams – The teacher will set up calendar links for the children/families to access on the weekly timetable.</p> <p>When the lesson starts the class teacher will invite the children into the lesson and press record. The computer camera will be facing the teacher and the whiteboard so that the class (children) cannot be viewed. The teacher will switch between live teaching and the ppt through the MS Teams platform. The camera and the mic can be switched off during the independent learning session. The teacher can then turn these on again during the plenary.</p> <p>The TAs need to support in the lesson i.e. low-level disruption or challenging behaviour issues.</p> <p>Pre-recorded lessons – record live lesson so the children can watch it later in the day or the following day - make sure lessons English, maths, phonics and reading lessons are recorded.</p> <p>These are then uploaded to MS Teams using links to the Stream videos (giving the children permission to access the video) in the Catch-up Lessons Folder (a new tab in MS Teams)</p> <p>Parents and children can access these at home later in the day or the next (they will have to work one day behind schedule to their class possibly.)</p> <p>Teachers will devise a daily timetable with the links attached so that the children can view the lessons easily.</p>

<p>completed before the device leaves the premises and the IT Technician must have provided guidance on how the device works and how to access MS Teams.)</p> <p>The class teachers need to provide the children with logins and passwords to all the learning platforms that they require the child(ren) to access at home. (TTRS, Century Tech, MS Teams, Accelerated Reader)</p>	<p>The teacher also need to provide the children with logins and passwords to all learning platforms. (It is advisable to create a class document containing all these details so that it is easily accessible in the event of quarantine or lockdown.)</p> <p>The teacher needs to keep a record of the login details in case a child loses or forgets them. The IT Support Desk does not want to be answering these types of questions. Teachers should be able to email the details directly to the child's parents instead.</p> <p>Schools (Technicians to support) must provide a device to vulnerable families if they do not have one at home. It must have the safeguarding software installed as well as the Office 365 apps, shortcut to MS Teams, Century, AR and TTRS. Headteachers will confirm which families need to receive the devices.</p>		<p>If possible, deliver 'live' lessons via MS Teams so the children can participate at home.</p> <p>Set up a remote learning channel or the chat facility for the child or group so that the teacher can communicate separately with them and upload work and links.</p>	<p>Children to upload work (photograph or to work on a Word document) to Teams into specified folder.</p> <p>The teacher/ LSA would mark and give verbal feedback (use the audio tool) either at the end of the school day or during PPA sessions.</p> <p>To supplement English and Maths, teachers could use the Oak Academy Trust lessons and video too in some instances especially if the technology fails.</p> <p>Use gap tasks between lessons and promote the use paper or practical learning activities.</p>
		LSA/TA/One to One Support	<p>MS Teams - support the class teacher to deliver the lessons and communicate via 'chat' with the children at home during the live lesson.</p> <p>One to one support staff should deliver 20-minute lessons. (Teacher to guide and support.)</p>	
		IT Technician & Blended Learning Champions	<p>Support the class teachers with the technology before and end of the lesson.</p> <p>Teachers need to make sure the lessons are uploaded to the class MS Team for the children to access for catch-up learning whether the lesson is live or not. (Technicians to support)</p>	
		Deputy Headteacher and Blended Learning Champions	<p>Ensure the Teachers/ LSA /TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on MS Teams. (This is a priority.)</p>	

				<p>Check that the Technicians can provide the correct support, notify the Trust if you require additional technical help.</p>	
			Head of School	<p>Maintain links with the families of the children.</p> <p>Deliver updates via assemblies for the children and parents and post updates for staff via Teams.</p> <p>Monitor the live and pre-recorded lessons. Go into the Team subject channels and check the lessons.</p> <p>Meet regularly with the teachers of those children.</p> <p>The Head of School must keep an updated record of families who can and cannot access digital devices. This will enable the Headteacher to plan and organise lease schemes, school device loan schemes and donation schemes as well as access Government help with technology.</p>	
Contingency Plan – Outbreaks - For Whole Year Group of Self-Isolating Pupils in KS2					
Tier 2 (14 Days)	School Response	Teachers Who to Inform?	Key Activities/Timetable		Options
			Who?	What?	Option 1

		Live Lessons and Real Lessons			
<p>In the event of a year group lockdown (partial).</p> <p>1 to 3 classes in the same year group.</p>	<p>Follow the school lockdown strategy for children in quarantine.</p> <p>Live lessons and real lessons. Look at the options before deciding on the best form of action for your children (discuss this with your SLT before making a final decision).</p> <p>Digital devices must be accessible for the children (Check parent response on MS Forms questionnaire). Teachers in this year group would need to split the workload.</p> <p>If the teachers do not test positive for the virus or if they have the virus but are well enough to teach, then they can teach the children through remote learning.</p> <p>The children would be taught the same lessons using the remote learning planning format for English and Maths.</p>	<p>The Head of School will inform all staff of any changes daily at an inset session/staff meeting.</p> <p>The Head of School will need to inform the Trust about attendance data, any children testing positive and any decisions to isolate groups of children. Inform parents of the school's protocols and expectations. (Home Pack – Remote Learning)</p> <p>Teachers must add a remote learning section to their planning format so that they are considering the needs of real, live, and remote lessons for all children. At the end of the school day, online chats (timetabled slots) with the children will be necessary for support and reassurance.</p> <p>Additional Note: Every week – Teachers in school, need to use all online learning platforms with their classes so the children are confident and able to use their login details proficiently.</p>	Class Teachers	<p>To use a blended learning lesson plan for real and virtual lessons.</p> <p><i>Record all core lessons (English, Maths, Phonics, & Reading) and upload to MS Teams.</i> (This is an aspirational goal.)</p> <p>Deliver 'live' lessons via MS Teams to all the children at home. Remote learning timetable will need to be applied.</p> <p>Set assignments on Teams, mark them, give feedback and return. (The feedback will not be instant, and it can be verbal feedback – use the audio button to record comments)</p>	<p>(Note: If the teachers do have to quarantine and they are not ill, they can still teach remotely to the children at home.)</p> <p>If the teacher of the year group has to quarantine (test positive) and they are ill, then the class will have to access the learning at either Woolden Hill or Captains Close, supported by a HLTA/TA so the children can follow for links to their live/ pre-recorded lessons).</p> <p>The teacher will use the planning & resources for remote learning lessons or from Oak Academy with a planned pathway.</p> <p>Live lessons will accommodate children at home and at school. (Record all lessons – they can be used for intervention, catch-up etc throughout the year)</p>
			LSA/TA/One to One support	<p>MS Teams - support the class teacher to deliver the lessons and communicate via 'chat' with the children at home during the live lesson.</p> <p>TA to support with online marking and feedback. One to one staff will teach 20-minute sessions for English and Maths lessons (Guided by the class teacher).</p>	

<p>Live lessons would be recorded and uploaded so that children could replay the lesson or watch it later in the day if they missed it.</p> <p>The children be provided with workbooks/paper and would complete the learning tasks in their workbooks/paper and online.</p> <p>The remote learners would upload their work to the assignments tab in MS Teams.</p>	<p>Teachers also need to provide the children with logins and passwords to all learning platforms. (It is advisable to create a class document containing all these details so that it is easily accessible in the event of quarantine or lockdown.)</p>		<p>Use video chat for vulnerable and disadvantaged children.</p>	
	<p>The teachers need to keep a record of the login details in case a child loses or forgets them. The IT Support Desk does not want to be answering these types of questions. Teachers should be able to email the details directly to the child's parents instead.</p>	<p>IT Technician / Blended Learning Champion</p>	<p>Support the class teacher / TA with the technology before and at the end of the lesson. (Communicate via MS Teams and check in with teachers)</p> <p>Make sure the lessons are uploaded to the class MS Team for the children to access for catch-up learning whether the lesson is live or not. (Teachers should do this but offer support if necessary)</p>	
	<p>The teachers will need to monitor the usage of MS Teams, AR, TTRS and Century Tech and contact the parents of those children who are not using the platforms. (Send a daily/weekly update to SLT)</p> <p>Schools (Technicians to support) must provide a device to vulnerable families if they do not have one at home. It must have the safeguarding software installed as well as the Office 365 apps, shortcut to</p>	<p>SLT and Blended Learning Champion</p>	<p>Ensure the LSA/TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on MS Teams.</p> <p>Provide coaching session for one to one staff teaching.</p> <p>Check that the Technicians can provide the correct</p>	

		<p>MS Teams, Century, AR and TTRS. Headteachers will confirm which families need to receive the devices.</p> <p>A technical helpdesk for the year group will be necessary to support parents with devices as well as possible Broadband/Wi-Fi issues.</p>		<p>support, notify the Trust if you require additional technical help.</p>	
			Head of School	<p>Maintain links with the families of the children.</p> <p>Deliver updates via assemblies for the children in that year group and their parents.</p> <p>Post updates for staff via Teams.</p> <p>Monitor the live and pre-recorded lessons. (The lessons will be allocated to the lesson channels so that they can be viewed by owners and members of the Team.)</p> <p>Regular meetings with the teachers of those children via MS Teams to discuss updates and levels of engagement/ issues.</p>	

Contingency Plan – Outbreaks - For Whole School of Self-Isolating Pupils in **KS2**
 (School would still be open for key-worker children, vulnerable and disadvantaged children)

Tier 3	School Response	Teachers Who to Inform?	Key Activities/Timetetable		Options
			Who?	What?	Option 1

August 2020

Note: This a working document will be reviewed monthly. After the review it will be updated on a regular basis if necessary due to the ever-changing nature of COVID19.

(Unknown time span – depends on the severity of the local/national situation)					Real and Live Lesson Timetable and Live Chats
<p>In the event of all classes in the school needing to go into lockdown (No children in school just vulnerable & disadvantaged & key worker children still in school)</p> <p>Localised or national lockdown</p>	<p>The school would create a rota for teaching. Keyworker children, vulnerable and disadvantaged children would be taught by 1 class teacher, supported HLTAs and TAs.</p> <p>Children at home would be taught remotely by the other year group teacher or another teacher (if one form entry).</p> <p>Live lessons would be taught in the morning – Maths and English.</p> <p>On some afternoons, the entire school would receive the same lesson</p>	<p>The Headteacher will inform all staff of any changes daily at an inset session/staff meeting.</p> <p>The Headteacher will need to inform the Trust about any children testing positive, children/families not engaging with the remote learning, difficulties with digital devices, key issues regarding vulnerable/disadvantaged children/families, information about staff testing positive and remote learning issues.</p> <p>Teachers must create an online learning timetable for the week with links to the live lessons. Teachers need to plan remote lessons using</p>	<p>Class Teachers</p>	<p>To use a blended learning lesson plan for real and virtual lessons.</p> <p><i>Record all core lessons (English, Maths, Phonics, & Reading) and upload to MS Teams.</i> (This is an aspirational goal.)</p> <p>Deliver 'live' lessons via MS Teams to all the children at home.</p> <p>Set assignments on Teams, mark them, give feedback and return.</p> <p>Teachers will plan for regular opportunities for assessment. To ensure learning is happening and planning is informed.</p>	<p>If the teacher has to quarantine (test positive) and they are ill, then the school will have to consider moving a teacher to that year group to teach the children remotely (A HLTA could cover the class). If this is not possible, they will need to use option 3.</p> <p>The vulnerable and wellbeing groups will be taught by a HLTA in school. They will use the planning & resources from the remote learning lessons. The SLT could teach the live lesson in school and the HLTA could support the children. The children learning remotely would access the lesson being taught by the SLT.</p> <p>If the class teacher is healthy then they will teach remotely from their homes so that remote lessons can continue. An option maybe able to use their own classrooms.</p> <p>The lessons will be uploaded to MS Teams in the subject channels or the links will be added to a timetable for easy access.</p> <p>Afternoon lessons can be pre-recorded to allow time for marking and reporting back to the children. On a Friday afternoon, a project task will be assigned as well as a PE lesson so the Teacher can plan for the following week, PPA.</p>

	<p>from a member of the SLT or a teacher. (Lead Professionals and SLE's) They would teach a foundation subject such as Art, History etc and the entire school would access this lesson whilst the teachers who taught in the morning would mark the assignments and send feedback to the children. They would also conduct group chats after the afternoon topic lesson to communicate and support learning via video.</p> <p>The teachers would need to share engagement reports with the Head of School. Regular updates.</p>	<p>the new planning format so that they are consider the needs for all children.</p> <p>Teachers need to work on a rota to support children remotely and in school. One to one support staff would also need to provide online lessons/ learning and support. (Guided by class teacher.) Teacher and TAs will need to communicate regularly throughout the week to discuss the learning and the needs of the children.</p>	<p>LSA/TA/One to One Support Staff</p>	<p>MS Teams - support the class teacher to deliver the lessons and communicate via 'chat' with the children at home during the live lesson.</p> <p>TA to support with online marking and feedback. (SLT need to consider if support staff need computers at home to provide lessons and support to children.</p> <p>Use video chat for vulnerable and disadvantaged children.</p>	<p>Teachers will also need to contact groups of children for informal chats so that the teacher can check in on the children's wellbeing needs. Minimum expectation of once per week.</p>
		<p>TAs/HLTAs If the TAs and HLTAs are not in school, then they should be directed by the class teacher to support children remotely. They could contact vulnerable children and show them how to use MS Teams and some of the key apps etc.</p>	<p>IT Technician / Blended Learning Champion</p>	<p>Support the class teacher / TA with the technology before and end of the lesson.</p> <p>Make sure the lessons are uploaded to the class MS Team for the children to access for catch-up learning whether the lesson is live or not.</p>	

		<p>Technicians will need to support staff and parents with the learning platform and try to allocate devices to disadvantaged children (Directed by the Headteacher).</p> <p>ELSA and SEND Maintain contact with key children and families via MS Teams. Use the SEND channel to communicate and update information. Contact the children and the families using the video chat. Inform the class teacher through MS Teams – keep them notified of communications and changes.</p> <p>SLT To monitor the live lessons, assignments, and the conversations in the MS Team Classrooms. Check that the safeguarding policy is being adhered too by pupils, teachers, and parents.</p> <p>Head of School Communicate on the MS Teams via Stream. Weekly assemblies, parent updates, staff updates and staff</p>	<p>SLT</p>	<p>Ensure the LSA/TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on MS Teams. Check that the Technicians can provide the correct support, notify the Trust if you require additional technical help.</p>	
			<p>Head of School</p>	<p>Maintain links with the families of the children.</p> <p>Deliver updates via assemblies for the children and parents and post updates for staff via Teams.</p> <p>Monitor the live and pre-recorded lessons.</p> <p>Regular remote meetings with the teachers and LSAs.</p>	
			<p>ELSA/SEND</p>	<p>Maintain contact with key children and families via MS Teams. Use the SEND channel to communicate and update information.</p> <p>Contact the children and the families using the video chat. Update outside agencies, SLT and class teachers using CPOMs and MS Teams.</p>	

		meetings. Video chats with vulnerable families etc.			
Contingency Plan – Outbreaks - For Whole School of Self-Isolating Pupils in KS2 (Quarantine/Absolute Lockdown for the Entire School)					
Tier 4 (Unknown time span – depends on the severity of the local/national situation)	School Response	Teachers Who to Inform?	Key Activities/Timetable		Options
			Who?	What?	Option 1
<p>In the event of all classes in the school needing to go into lockdown.</p> <p>Full lockdown/localised or national</p>	<p>Teachers would still be expected to deliver lessons to their class through the learning platform.</p> <p>The structures would be like those listed in Scenario 3.</p>	See above	See above	See above	See above

Notes:

Key Points:	Possible Implications (Headteachers to complete this section)
Schools must have digital devices set aside for these scenarios so that children can access the learning platform and websites at home.	Through the Trust programme of lending out devices. Use of school equipment – signing out and in the devices with the support of the ICT Tech.
SEND children who have an EHCP plan will have remote 1 to 1 learning with their TA. Teachers will provide lesson plans and resources for TA. (20-minute sessions – recorded so that that parents can view it and play it back for their child.)	This is to happen through the SEND Channel and meetings are scheduled before the day. Parent consent is required through completing a TEAMS Form.
ELSA support – ELSA sessions to be conducted through online platform. Recorded and stored in an agreed MS Team/channel).	This is to happen through the SEND Channel and meetings are scheduled before the day. Parent consent is required through completing a TEAMS Form.
Create a parent MS Form to investigate home access to digital devices for learning and for Wi-Fi access.	To be completed before lockdown or if a class bubble is asked to self-isolate. Encouraging parents to use the X-box/PS4 – survey through TEAMS to identify households who have access to this service.

Appendix

DfE Expectations

Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, **we expect schools to have the capacity to offer immediate remote education**. Schools are expected to consider how to continue to improve the quality of their existing offer and **have a strong contingency plan in place for remote education provision by the end of September**. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment, and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work

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- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. **We expect schools to avoid an over-reliance on long-term projects or internet research activities.**

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils, and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
R1 8.30 - 9.00am	Registration <i>Watch Class teacher video (max 5 mins) explaining the day ahead</i>				
P1 9.00-10.00	Maths	English - Grammar	Maths	English - Spelling	Maths
10.00-10:30	Break				
P2 10.30-11.30	English - Grammar	Maths	English - Grammar	Maths	English
P3 11.30-12.00	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study
12.00 – 13.00	Lunch				
P4 13.00-14.00	Topic * (see individual year group timetables)				PE/Project Time
P5 14.00-15.30	Connect Time An opportunity to discuss the days learning with the class teacher and ask questions if required. There will be an opportunity to evaluate the days learning (parents and children)				

KS2 Remote Learning Timetable

Date:	Class/Group:	Time:	Room:
Topic:			
Curriculum links: List here the curriculum descriptors or content this lesson is targeting.		Specific Objectives/Learning Goals: What specific learning do you want to see by the end of this lesson? How will it be evidenced by students?	
Prior Learning: - What do students know about this topic already? - What related content has already been covered?		Resources, materials, and technologies required: In addition to classroom materials this should entail digital supports for all home students, e.g. - LMS - Educational games/program - Communication tools - Cloud documents	
Instructional Steps			
Date: Hook Hook student interest with something such as: - A challenge question - An anecdote - A physical item - A digital resource (e.g. video)		At-home students: Hook Engage at-home students by: - Posting a challenge question digitally on LMS in advance - Recording a video - Linking a thought-provoking online resource that connects with topic.	
Introductory set Set student expectations for the lesson by explaining: - The learning goal(s) - Relevance of the learning - Activities - Final product to be generated		Introductory set Set student expectations for the lesson clearly and succinctly. This could be written or recorded as a video.	
Instruction Direct instruction of the learning content.		Instruction Engage clearly, either in text or video. If using a video, add some textual components as well (e.g. a whiteboard) to consolidate explanations and main points.	
Activity Break the activity down into clear, scaffolded steps.		Activity At-home students can learn via: - Online collaboration (using cloud tools, message boards, or Skype/Zoom) - Posting work to LMS - Web research - Editable documents or PDFs - Gamified learning programs	
Feedback Assess student learning/progress via the work that has been completed.		Feedback Deliver feedback on learning via: - Written comments emailed or posted on LMS - Voice recordings	
Conclusion - Set homework if required - Indicate how part of the learning sequence fits outline next lesson.		Conclusion - Instruct students of preparations for next lesson - Set homework where required.	
Extension: List extension activities for students who need additional challenge. Consider what this might look like online as well.			