

Contingency Plan – Outbreaks - For Individuals or Groups of Self-Isolating Pupils in EYFS / KS1

Tier 1 (14 days)	School Response	Staff Who to Inform?	Key Activities/Timetable		Options
			Who?	What?	Option 1 Pre-recorded Lessons
<p>In the event of individual child or small group (10 children or less) needing to quarantine.</p>	<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</p>	<p>Headteacher to inform the staff and the Trust about attendance data, any children testing positive and any decisions to isolate groups of children. They must communicate with the parents, and every member of staff – provide daily updates to ensure there is a good level of communication and everyone is being supported (wellbeing).</p> <p>Teachers must plan blended learning lessons and add a section on to their planning format so that they are considering the needs of real, live, and remote lessons for all children.</p> <p>After school online chats with the families will be necessary for support and reassurance.</p>	Class Teacher	<p>To use a blended learning lesson plan for real and virtual lessons.</p> <p>Record all core lessons (Maths, Phonics, Storytime & Reading) and upload to Tapestry/TEAMS.</p> <p>If possible, deliver 'live' lessons via Tapestry/ TEAMS so the children can join in at home.</p> <p>Use Tapestry/ TEAMS so that the teacher can communicate separately with them and upload work and links.</p>	<p>Teacher to plan normal class lessons using the blended learning lesson approach.</p> <p>Make sure lessons maths, phonics and reading lessons are recorded.</p> <p>These are then uploaded to Tapestry /TEAMS and share with the children and parents.</p> <p>Parents and children can access these at home later in the day or the next day (they will have to work one day behind the 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>Children to complete their learning on paper and take a photo or make a video clip to upload to Tapestry TEAMS.</p> <p>Teachers would respond on Tapestry TEAMS with a typed message or a video message from the teacher. For a suggested structure of a complete day please refer to the appendix.</p>
			LSA/TA	Tapestry/ TEAMS to support the class teacher to deliver the lessons and communicate via 'chat' with the children at home during the live lesson.	
			IT Technician	Support the class teacher with the technology before and at the end of the lesson.	

	<p>protocol – signed document must be 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/Tapestry.)</p> <p>The class teacher needs to provide the children with logins and passwords to all the learning platforms that they require the child(ren) to access at home.</p> <p>The teacher also needs to keep a copy of the login details so that they can communicate the login details to the parents if they are misplaced or forgotten.</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 of these details so that it is easily accessible in the event of quarantine or lockdown.)</p> <p>The school (Headteacher to advise the technicians) 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, Tapestry and Numbots.</p>		<p>Make sure the lessons are uploaded to the Tapestry for the children to access for catch-up learning whether the lesson is live or not.</p>	
			SLT/ BLC	<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 and Tapestry.</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. Deliver updates via assemblies for the children and parents and post updates for staff via Tapestry or Teams. Monitor the live and pre-recorded lessons on Tapestry. Regular meetings with the teachers of those children.</p>	

Contingency Plan – Outbreaks - For Whole Year Group of Self-Isolating Pupils in EYFS / KS1

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 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 teacher does not test positive for the virus, they can still teach the children through remote learning.</p>	<p>Headteacher will need to inform all staff of procedures at an inset session/staff meeting.</p> <p>Headteacher to inform the Trust about attendance data, any children testing positive and any decisions to isolate groups of children. They must communicate with the parents, and every member of staff – provide daily updates to ensure there is a good level of communication and everyone is being supported (wellbeing).</p>	Class Teachers	<p>To use a remote learning lesson plan for real and virtual lessons.</p> <p>Record all core lessons (Maths, Phonics, & Reading) and upload to Tapestry</p> <p>/ TEAMS will allow you to pre-record not deliver 'live' lessons.</p> <p>Set learning tasks on Tapestry/ TEAMS, mark them, give feedback (typed or verbal).</p>	<p>(Note: If the teacher does have to quarantine and they are not ill, they can still teach remotely to the children at home.)</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 them remotely (A HLTA could cover their class). In this scenario staff to ensure the children have access to the lessons at either Woolden or Captains Close.</p>
		<p>The teacher must plan remote learning lessons and add a section on to their planning format so that they are considering the needs of real, live, and remote lessons for all children.</p> <p>The teacher will also need to provide the children with logins and passwords to all</p>		LSA/TA	

<p>The children would be taught the same lessons using the blended learning planning format.</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 remote learners would upload their work to Tapestry.</p>	<p>learning platforms. (It is advisable to create a class document containing all of these details so that it is easily accessible in the event of quarantine or lockdown.)</p> <p>The school (Headteacher to advise the technicians) 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, Tapestry and Numbots.</p> <p>Technician helpdesk for the year group will be necessary to support parents with devices, as well as possible Broadband/Wi-Fi issues.</p>	IT Technician / Blended Learning Champion	<p>Support the class teacher / TA with the technology before and at the end of the lesson.</p> <p>Make sure the lessons are uploaded to Tapestry for the children to access for catch-up learning whether the lesson is live or not.</p>
		SLT	<p>Ensure the LSA/TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on Tapestry and MS Teams.</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 Tapestry / Teams.</p> <p>Monitor the live and pre-recorded lessons in Tapestry and in MS Teams.</p> <p>Regular meetings with the teachers of those children.</p>

Contingency Plan – Outbreaks - For Whole School of Self-Isolating Pupils in **EYFS / KS1**
(School would still be open for key-worker children, vulnerable and disadvantaged children)

Tier 3 (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 Real and Live Lesson Timetable and Live Chats
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>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.</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</p>	Class Teachers	<p>To use a remote learning lesson plan for real and virtual lessons.</p> <p>Record all core lessons (Maths, Phonics, & Reading) and upload to MS Teams.</p> <p>Deliver 'live' lessons via Tapestry (pre-record) / MS Teams to all the children at home.</p> <p>Set learning tasks on Tapestry/ TEAMS, mark them, give feedback and return.</p>	<p>(Note: If the teacher does have to quarantine and they are not ill, they can still teach remotely to the children at home.)</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 them remotely (A HLTA could cover their class).</p> <p>The keyworker/ vulnerable children who do not have to quarantine could be taught by SLT, until of the class teachers returns. They could use the planning & resources from the remote learning lessons.</p>

Localised or national lockdown	<p>Live lessons would be taught in the morning – Maths and Phonics.</p> <p>In the afternoon, the entire school would receive the same lesson from a member of the SLT or a teacher. They will 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 work and send feedback to the children. They will also conduct group chats after the afternoon topic lesson to communicate and support learning via video.</p>	<p>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 their planning format so that they are considering the needs for all children.</p>	LSA/TA	<p>Tapestry / 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 verbal feedback.</p> <p>Use video chat for vulnerable and disadvantaged children.</p>	
		<p>Teachers need to work on a rota to support children remotely and in school.</p> <p>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>	IT Technician / Blended Learning Champion	<p>Support the class teacher / TA with the technology before and at the end of the lesson.</p> <p>Make sure the lessons are uploaded to Tapestry or the class MS Team for the children to access for catch-up learning whether the lesson is live or not.</p>	
		<p>TAs/HLTAs</p> <p>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>	SLT	<p>Ensure the LSA/TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on Tapestry / MS Teams.</p> <p>Check that the Technicians can provide the correct support, notify the Trust if you require additional technical help.</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 meetings. Video chats with vulnerable families etc.</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. Contact the children and the families using the video chat. Update outside agencies.</p>	

Contingency Plan – Outbreaks - For Whole School of Self-Isolating Pupils in **EYFS / KS1**

(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
In the event of all classes in the school needing to go into lockdown. Full lockdown/localised or national	Teachers would still be expected to deliver lessons to their class through the learning platform. The structures would be like those listed in Scenario 3.	See above	See above	See above	See above

Notes:

Key Points:	Possible Implications (Head of School 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 would 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.	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.

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.

Discovery Phonics Weblinks

Phase 2- <https://www.youtube.com/playlist?list=PLLT-p7WTVBXWSYpWaS4C2utyYUWFnIAZu>

Phase 3- <https://www.youtube.com/playlist?list=PLLT-p7WTVBXU3TY-00kHCBsD3hCsmX1f1>

Phase 5- <https://www.youtube.com/playlist?list=PLLT-p7WTVBXXvctrWx96RsH7CCLRIj3gD>

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

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- 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
- 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 Children to register attendance using Microsoft Forms with their parents, sharing their feelings, thoughts, and challenges <i>Watch Class teacher video (max 5 mins) explaining the day ahead</i>				
P1 9.00-9.50	Maths	English - Phonics	Maths	English - Phonics	Maths
9.50-10:30	Break				
P2 10.30-11.20	English - Phonics	Maths	English - Phonics	Maths	English
P3 11.30-12.00	Reading practice	Reading practice	Reading practice	Reading practice	Reading practice
12.00 – 13.00	Lunch				
P4 13.00-14.00	Topic set by teacher			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)				

KS1 Timetable

FS1 Timetable					
Time (GST)	Monday	Tuesday	Wednesday	Thursday	Friday
R1 9.00- 9.30	Registration & Basic Skills Parents to register attendance using (platform to be agreed) Children to carry out some 'Basic Skills' games with an adult where possible <i>Watch Class teacher video (max 5 mins) welcoming to class and explaining the days focus - This will be posted on the (platform to be agreed)</i>				

Date:	Class/Group:	Time:	Room:
Topic:			
Curriculum links: Let free the Curriculum description 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 assessed 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 detail digital supports for at-home students, e.g. - LMS - Educational games/programs - Communication tools - Cloud documents	
Instructional Steps			
Date: None Hook students interest with something such as: - A challenge question - An anecdote - A physical item - A digital resource (eg. video)		At-home students: None Engage at-home students by: - Posing a challenge question digitally via LMS or otherwise - 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 (visually and verbally). This could be written or recorded as a video.	
Instruction Direct instruction of the learning content.		Instruction Emphasise clarity, either on task or video. If using a video, add some textual components as well (eg. a whiteboard) to LMS/able 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 on the work that has been completed.		Feedback Provide feedback on learning via: - Written comments (typed or posted on LMS) - Voice recordings	
Conclusion - Set homework if required - Include next part of the learning sequence (ie outline next lesson)		Conclusion - Instruct students of preparation 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.			

P1 9.30- 10.00	Phonics Activities available to all children (teacher video - Will be posted on the platform to be agreed)
Break 10:00-10.30	
P2 10.30- 11:30	Teacher Input This will be posted on the (platform to be agreed). This will Cover all other areas of EYFS Learning and Development. There will be one different activity a day posted; this could be: <ul style="list-style-type: none"> - Personal, Social and Emotional - Communication and Language - Physical Development - Maths - Literacy - Expressive Arts and Design - Understanding of the World There will be a Question and Answer session at the end of the Teacher input.
P3 11:30- 12.00	Free-flow activities Your class teacher will share some ideas for activities that you can do around the house, to help develop your child's skills according to the day's focus. This may be: <ul style="list-style-type: none"> - Mark making patterns/ Name writing - Fine motor activities/ Playdough - Movement and dancing These will be a bank of activity ideas to draw upon to mirror our classroom 'Free-Flow' activities.
Lunch 12.00-1.00	
P4 1.00- 1.30	Storytime Stories will be posted from Teachers/ Support Staff/ Other Teachers from across the Trust. These will be posted on the (platform to be agreed)
P5 1.30 - 3.15	Connect Time An opportunity to discuss the days learning with the class teacher and ask questions using (platform to be agreed) - Direct to class teacher on the (platform to be agreed) . There will be an opportunity to evaluate the days learning (platform to be agreed)