

Contingency Plan – Outbreaks - For Individuals or Groups of Self-Isolating Pupils in **EYFS / KS1 / KS2**

Tier 1 (14 days)	School Response	Staff Who to Inform?	Key Activities/Timetable		Teaching and Learning
			Who?	What?	Blended Learning Pathway (Teacher and Tech)
					Children in EYFS will use Tapestry to access and upload their learning Children in KS1 and KS2 will use TEAMS to access upload their learning
In the event of individual child or 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 completed before the device leaves the premises and the IT Technician must have provided guidance on how the</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> <p>Teachers also need to provide the children with logins and passwords to all learning platforms. (It is advisable to</p>	Class Teacher	<p>To use a blended learning lesson plan for real and virtual lessons.</p> <p>Share all core lessons (Maths, Phonics, Storytime & Reading) and upload to TEAMS or Tapestry.</p> <p>If possible, deliver pre-recorded explanations via MS Teams/Tapestry 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>Teachers will upload plans / flipcharts / resources to Tapestry / TEAMS so children can work through their learning journey.</p> <p>A weekly timetable will be uploaded, containing links to relevant online learning opportunities e.g. Oak Academy, Education City, Bug Club, Athletics etc and Trust phonics videos.</p> <p>Teachers will record a daily explanation talking the children through the learning and the location of the assignments.</p> <p>Parents and children can access these at home at a time which is suitable to them.</p>
			LSA/TA	Tapestry or MS Teams - support the class teacher to deliver the lessons and communicate via 'chat' with the children at home during the live lesson.	Children in EYFS to complete their learning on paper and take a photo or make a video clip to upload to Tapestry.
			IT Technician	Support the class teacher with the technology before and at the end of the lesson. Make sure the lessons are uploaded to the Tapestry/class MS Team for the children to	Children in KS1/KS2 will complete their assignment/ upload photographs of work to TEAMS.

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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.

	<p>device works and how to access MS Teams.)</p> <p>The class teachers need to provide the children will 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>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>access for catch-up learning whether the lesson is live or not.</p>	<p>The children would respond to the learning task via Tapestry / TEAMS and teachers would respond with a written or a verbal comment.</p>
			Deputy Headteacher / 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>	
			Headteacher	<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 or Teams.</p> <p>Monitor the pre-recorded lessons on Tapestry / TEAMS.</p> <p>Regular meetings with the teachers of those children.</p>	

Contingency Plan – Outbreaks - For Whole Year Group of Self-Isolating Pupils in **EYFS / KS1 / KS2**

Tier 2 (14 days)	School Response	Teachers Who to Inform?	Key Activities/Timetable		Teaching and Learning Use Pre-recorded Lessons, and Live Video Chat
			Who?	What?	
<p>In the event of a year group lockdown (partial).</p> <p>1 to 3 classes in</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</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</p>	<p>Class Teachers</p>	<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 / MS Teams.</p>	<p>Teacher to plan normal class lessons using the blended learning lesson approach.</p> <p>A daily timetable will be uploaded, containing links to the videos and relevant online learning opportunities e.g. Oak Academy, Education City, Bug Club, Athletics etc and Trust phonics videos.</p>

the same year group.	<p>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, they can still teach the children through remote learning.</p> <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 / MS Teams.</p>	<p>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 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>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>Set learning tasks on Tapestry /TEAMS mark them, give feedback (typed or verbal).</p>	<p>Make sure maths, phonics and reading lessons are recorded.</p> <p>These are then uploaded to Tapestry or 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 the class possibly.)</p> <p>The learning tasks would be set on the video or via Tapestry and the children’s work would be uploaded to Tapestry or TEAMS depending on the school and the staff knowledge.</p> <p>The teacher/ LSA would respond with a written comment or a verbal comment on Teams via the audio button or via Tapestry using a video response.</p> <p>Teacher to contact groups of children twice per week via video chat (including Key Worker Children who are present in school)</p>
	LSA/TA	<p>Tapestry / MS Teams - support the class teacher to deliver the live lessons or pre-recorded and communicate via ‘chat’ with the children at home during the live lesson.</p> <p>TA to support with verbal feedback.</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 TEAMS for the children to access for catch-up learning whether the lesson is live or not.</p>			
	Deputy Headteacher	<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,</p>			

		Technician helpdesk for the year group will be necessary to support parents with devices, as well as possible Broadband/Wi-Fi issues.		notify the Trust if you require additional technical help.	
			Headteacher	<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 / KS2**
(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		Teaching and Learning
			Who?	What?	Use Pre-recorded Lessons, and Live Video Chat
In the event of all classes in the school needing to go into lockdown	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>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,</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 / MS Teams.</p>	<p>Teacher to plan normal class lessons using the blended learning lesson approach.</p> <p>A daily timetable will be uploaded, containing links to the videos and relevant online learning opportunities e.g. Oak Academy, Education City,</p>

<p>(No children in school just vulnerable & disadvantaged & key worker children still in school)</p> <p>Localised or national lockdown</p>	<p>Children at home would be taught remotely by the other year group teacher or another teacher (if one form entry).</p>	<p>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>Set learning tasks on Tapestry /TEAMS mark them, give feedback (typed or verbal).</p>	<p>Bug Club, Mathletics etc and Trust phonics videos.</p>
	<p>Live lessons would be taught in the morning – Maths and Phonics.</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 live lessons or pre-recorded and communicate via 'chat' with the children at home during the live lesson.</p> <p>TA to support with verbal feedback.</p>	<p>Make sure maths, phonics and reading lessons are recorded.</p> <p>These are then uploaded to Tapestry or 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 the class possibly.)</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>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>	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 TEAMS for the children to access for catch-up learning whether the lesson is live or not.</p>	<p>The learning tasks would be set on the video or via Tapestry and the children's work would be uploaded to Tapestry or TEAMS depending on the school and the staff knowledge.</p> <p>The teacher/ LSA would respond with a written comment or a verbal comment on Teams via the audio button or via Tapestry using a video response.</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</p>	Deputy Headteacher	<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>	<p>Teacher to contact groups of children twice per week via video chat (including Key Worker Children who are present in school)</p>

		<p>use MS Teams and some of the key apps etc.</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>Deputy Headteacher 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>Headteachers Communicate on the MS Teams via Stream. Weekly assemblies, parent updates, staff updates and staff meetings. Video chats with vulnerable families etc.</p>	Headteacher	<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>	
<p>Contingency Plan – Outbreaks - For Whole School of Self-Isolating Pupils in EYFS / KS1 / KS2 (Quarantine/Absolute Lockdown for the Entire School)</p>					

Tier 4 (Unknown time span – depends on the severity of the local/national situation)	School Response	Teachers Who to Inform?	Key Activities/Timetetable		Teaching and Learning
			Who?	What?	Use Pre-recorded Lessons, and Live Video Chat
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

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.

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.

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
- 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.