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

Tier 1 (14 days) In the event of an individual child or a small group (10 children or less) needing to quarantine.

School Response	Staff Who to Inform?	Key Activities/Timetable		Online Learning
		Who?	**What?**	**Planned Pathway for Oak Academy Lessons Teacher PowerPoints Assignments on MS Teams**
Follow the school lockdown strategy for children in quarantine.

Remote learning lessons must be provided for the children at home using Tapestry.

Audit child access to devices at home (MS survey) and support parents to access these.

The class teachers need to provide the parents and children with logins and passwords to all the learning platforms that they require the child(ren) to access at home. (TTRS, Tapestry, Microsoft Office e-mail accounts) | Attendance data tracked by headteacher to monitor any children testing positive and inform any decisions to isolate groups of children.

Teachers should consider those children who are learning remotely in their planning.

Teachers 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. Microsoft office, TTRS

Teachers need to make sure that parents can access all online learning platforms from home.

Teachers to provide the parents and children with logins and passwords to all learning platforms and ensure children have accessed these platforms. These should be stored by the teachers in case children lose/forget them. | **Class Teacher**
Teachers will teach the children how to use any necessary platforms safely in their weekly IT lesson. Access to digital devices will be timetabled so that EYFS and KS1 children have access to them.

Weekly homework will be set on Tapestry.

Opportunities for blended learning will be considered in all planning.

Communicate with parents of children who are self-isolating via Tapestry and Microsoft Office.

LSA/TA/One to One Support
Support the class teacher to set learning, prepare resources and support families on Tapestry.

IT Technician & Blended Learning Champions
Support the class teachers with the technology.

Support the downloading and links to any videos if necessary. | | The teacher will share any PowerPoints with the children who are isolating and use video lessons from Discovery (phonics), Oak National and/or White Rose.

The teacher may set up links for the children/families to access learning using a weekly overview. Families will have more flexibility about when they access the learning across the week.

Children will upload their learning to tapestry and teacher/TA will provide feedback where possible. |

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| | Schools (Technicians to support) must aim to provide a device to vulnerable families (identified by headteacher) if they do not have one at home with software installed. | **Headteacher and Senior Leadership Team**
Deliver CPD for all staff at school to ensure there are confident to use the platforms.

Check that the Technicians can provide the correct support.

Maintain links with the families of the children.

Deliver recorded assemblies for families to access.

The Headteacher will keep an updated record of families who can and cannot access digital devices to try to provide support where necessary. | |

Contingency Plan – Outbreaks - For Whole Year Group of Self-Isolating Pupils in KS2

Tier 2 (14 Days) In the event of a year group lockdown (partial).

School Response	Teachers Who to Inform?	Key Activities/Timetable		Online Learning Use Pre-recorded Lessons, Assignments and Live Video Chat supplemented by Planned Pathway for Oak
		Who?	**What?**	
Follow the school lockdown strategy for children in quarantine. If the teacher(s) do not test positive for the virus or if they have the virus but are well enough to teach, then they can teach	The Headteacher will communicate any changes with staff. Attendance data tracked by headteacher to monitor any children testing positive and inform any decisions to isolate groups of children and protocols and expectations will be communicated with parents.	**Class Teachers** Opportunities for blended learning will be considered in all planning. Weekly remote learning overview will be in place at the beginning of each week with suggested learning and links to support learning (videos, powerpoints, etc). Set work on Tapestry and give feedback.		Lessons are pre-recorded so the children can watch it later in the day or the following day. These will be posted onto Tapestry via links on the weekly overview. To supplement English and Maths, teachers could use the Oak Academy Trust lessons, White Rose and BBC lessons too in some instances especially if the technology fails. All links to learning will be created on a weekly overview (see appendix) to direct parents to the

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the children through remote learning. The children would be taught the same lessons using the remote learning planning format for Phonics and Maths as closely as possible. Pre-recorded lessons may be uploaded so that children could replay the lesson or watch it later in the day if they missed it.	Teachers should consider those children who are learning remotely in their planning. Teachers need to make sure that parents can access all online learning platforms from home. Teachers to provide the parents and children with logins and passwords to all learning platforms and ensure children have accessed these platforms. These should be stored by the teachers in case children lose/forget them. Schools (Technicians to support) must aim to provide a device to vulnerable families	**LSA/TA** Tapestry - support the class teacher to deliver remote learning and communicate with the parents at home to provide support. TA to support with providing feedback. Make phone calls and/or video chat for vulnerable and disadvantaged children. **IT Technician /** **Blended Learning Champion** Support the class teacher / TA with the technology (Communicate via Tapestry and check in with teachers) Support the downloading and links to pre-recorded videos if necessary.	appropriate learning. Parents can access these at home later in the day or the next day. (Depending on family circumstances, devices, and lifestyle.) The teacher/ LSA or nominated adult will give feedback as frequently as possible. Oak Academy lessons are likely to be used for foundation subjects. The teacher or nominated adult will parents/children weekly via phone.

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The children can be provided with workbooks and would complete the learning tasks in their workbooks and online. The remote learners would upload their work to Tapestry.	(identified by headteacher) if they do not have one at home with software installed.	**Headteacher and Senior Leadership Team** Maintain links with the families of the children. Deliver updates via assemblies for the children in that year group and their parents. Post updates for staff via Teams.	

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 (Unknown time span – depends on the severity of the local/ national situation) 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) Localised or national lockdown

School Response	Teachers Who to Inform?	Key Activities/Timetable		Options
		Who?	**What?**	
Keyworker children will be in their year group classrooms in the morning	The Headteacher will communicate any changes with staff.	**Class Teachers** Opportunities for blended learning will be considered in all planning.		Teachers may need to link with other schools in the Trust and share pre-recorded lessons or links to live lessons.

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and will access the learning with a class teacher or HLTA.

Keyworker children in the afternoon will be organised into bubbles and will complete learning in the foundation subjects, supported by a member of staff in school. Lessons may be live streamed into classrooms by subject specialists within school and/or the Trust.

Children learning remotely will access PowerPoints and pre-recorded videos through links the weekly overview.

The Headteacher will inform the Trust of 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.

Teachers must create an online learning overview for the week with links to the lessons.

Teacher and TAs will need to communicate regularly throughout the week to discuss the learning and the needs of the children.

Technicians will need to support staff and parents with the learning platform and try to allocate devices to disadvantaged children (Directed by the Headteacher).

ELSA and SEND
Maintain contact with key children and families via MS Office and phone calls..

Headteacher and SLT
HT will monitor lessons and Tapestry.

Weekly remote learning overview will be in place at the beginning of each week with suggested learning and links to support learning (videos, powerpoints, etc).

Set work on Tapestry and give feedback.

LSA/TA
Tapestry - support the class teacher to deliver remote learning and communicate with the parents at home to provide support.

TA to support with providing feedback.

Make phone calls and/or video chat for vulnerable and disadvantaged children.

IT Technician / Blended Learning Champion
Support the class teacher / TA with the technology (Communicate via Tapestry and check in with teachers)

Support the downloading and links to pre-recorded videos if necessary.

Lessons are pre-recorded 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. To supplement English and Maths, teachers could use the Oak Academy Trust lessons, White Rose and BBC lessons too in some instances especially if the technology fails. (**Note:** During this time, the Trust will also create exemplar lessons for the schools for Grammar and Maths.)

All links to learning will be created on a weekly Overview (see appendix) to direct children and parents to the appropriate learning. Parents and children can access these at home later in the day or the next day. (Depending on family circumstances, devices, and lifestyle.)

The teacher/ LSA or nominated adult provide feedback on Tapestry as frequently as possible.

Oak Academy lessons are likely to be used for foundation subjects.

The teacher or nominated adult will contact children one per week in small groups via phone calls.

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	Check that the safeguarding policy is being adhered to by pupils, teachers, and parents. Communicate on Tapestry where appropriate. Provide weekly assemblies, parent updates, staff updates and staff meetings. Video chats and/or phone calls with vulnerable families.	**Headteacher and Senior Leadership Team** Maintain links with the families of the children. Deliver updates via assemblies for the children in that year group and their parents. Post updates for staff via Teams. **ELSA/SEND** Maintain contact with key children and families via Tapestry and Microsoft Office. Contact the children and the families using the video chat and/or phone calls. Update outside agencies, SLT and class teachers using CPOMs.	Afternoon lessons to be taught by members of the subject specialists i.e. cooking, Art, history etc. Live lesson for all children – remote and in school. Children in school would watch the lesson and complete it at school. Children at home would complete the task at home and upload images and work to Tapestry.

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Notes:

Key Points:	Possible Implications
Schools must have digital devices set aside for these scenarios so that children can access the learning platform and websites at home.	
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.)	
ELSA support – ELSA sessions to be conducted through online platform. Recorded and stored in an agreed MS Team/channel).	
Create a parent MS Form to investigate home access to digital devices for learning and for Wi-Fi access.	

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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
- 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

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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.

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

Example EYFS/Year 1 Remote Learning Weekly Overview

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Example Year 2 Remote Learning Weekly Timetable

Year 5 Week Commencing 28.09.2020

Note for parents

- To access this week's learning, please click on the links.
- Work should be submitted by 4.30pm.
- Feedback will be provided....

If you need to contact Mrs XXX, please e-mail year3@dsatleighfield.org

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration Time: 9.00am – 9.30am	Register here	Register here	Register here	Register here	Register here
Assembly	Leadership Assembly	Class Teacher Welcome and Weekly Overview			Celebration Assembly
Maths Time: 9.30am – 9.45am	Multiples Challenge: Factors and Multiples Game	Factors Challenge:	Common Factors	Square Numbers	Cube Numbers
Reading https://home.oxfordowl.co.uk/ https://stories.audible.com/start-listen	Read this extract. Write a list of the vocabulary on TEAMs that you're not sure of.	Watch this video. Answer the questions.	Answer these questions.	Independent Reading	Independent Reading
Writing	To understand the historical context of Oliver Twist. Independent Learning:	Analyse an Oliver Twist film clip and generate vocabulary Independent Learning:	To develop a rich understanding of words associated with meals. Independent Learning:	To write the first part of an opening Independent Learning:	To plan the second part of the opening Independent Learning:
Spelling	Your spellings this week are: Association/session/dietician/abbreviation/dictation....				
	Watch the video To investigate suffixes –tion –ssion –sion –cian	Practice your spellings	Practice your spellings	Practice your spellings	*Spelling Test* Submit your results here
Science	Century have created some science activities and nuggets. Visit: https://app.century.tech/login/ and enter the following class code. 3MRC9X				
Topic Learning	A Famous Tudor				
The Arts		Watch this video and draw a self-portrait of Henry VIII			

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