

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

Tier 1 (14 days)	School Response	Staff Who to Inform?	Key Activities/Timetable		Options
			Who?	What?	The school will use a combination of Live 'check in chat', Pre-recorded Lessons, Assignments and Projects using Tapestry and MS Teams where appropriate.
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>Less than 5 days (eg waiting for a test or results) A paper pack aligned to in class learning pathway will be provided.</p> <p>5 – 14 days Learning pathways provided by class teachers. Video contact ('check in chat') made by teacher via Tapestry with parent / carer / child to revisit learning, correct misconceptions and praise learning child has done.</p> <p>There will be a 24 hour preparation period before learning begins to</p>	<p>The Headteacher 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>Teachers will consider and plan for remote lessons for all children.</p> <p>Teachers need to make best use of all online learning platforms with their classes in school, so the parents / carers are confident and able to use their login details proficiently i.e. Tapestry; Oxford Owl, Top Marks. Teachers will respond to parents' / carers' Tapestry messages.</p> <p>The teachers will need to monitor the engagement in</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 apps and websites that will be signposted e.g Phonics Play. This needs to be checked and monitored. Digital devices (ipads) will need to be put on the weekly continuous provision rota so that the EYFS children can practise.</p> <p>A section for blended learning needs to be regularly taught as part of real and virtual lessons.</p> <p>Set up a remote learning channel on Tapestry for the child or group so that the teacher can communicate separately with them and upload work and links.</p>	<p>Children will be provided with either a printed learning pack or a weekly calendar with a learning pathway linked to in class teaching.</p> <p>Where appropriate The Oak Academy, White Rose and the BBC websites will be used to supplement and enhance learning</p> <p>A pathway of learning could be planned using these websites so that the children can access the correct subjects and knowledge/ skills.</p> <p>Where appropriate, assignments for the children to complete and return will be either printed and posted or posted on Tapestry.</p> <p>The teacher/ LSA would mark and give regular verbal and written feedback via Tapestry.</p>

<p>allow both parents and staff to make appropriate arrangements</p> <p>Where possible digital devices will be accessible for the children to support early maths and phonics activities (Check parent response on MS Forms questionnaire).</p> <p>If the child cannot access a device, the school will seek 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. Parents sign a loan agreement and receive tutorial on how the device works from a technician.</p> <p>Class teachers provide parents / carers with logins and passwords to all the learning platforms that they require the children to access at home. (Tapestry, Phonics Play, Oxford Owl )</p>	<p>Tapestry and contact the parents of those children who are not using the platforms. Teachers will need to monitor the engagement in Tapestry teacher / parent / carer / child informal discussion. SLT to be informed of any parent/ children not engaging.</p> <p>Schools with the support of ICT technicians will provide a device to vulnerable families if they do not have one at home. It will have the safeguarding software installed as well as the Office 365 apps, shortcuts to Tapestry, Oxford Owl, Phonics Play, Phonics Bloom, Letters and Sounds. Following completion of an ICT audit, Headteachers will confirm which families need to receive the devices.</p> <p>A technical helpdesk for the year group will be available to support parents with devices as well as possible Broadband/Wi-Fi issues.</p>	LSA/TA/One to One Support	<p>Tapestry - support the class teacher to deliver the 'check in chat' with the children at home.</p> <p>TA to support with online marking and feedback on Tapestry. One to one staff will teach sessions for English and Maths lessons (Guided by the class teacher).</p> <p>Use video chat for vulnerable and disadvantaged children.</p>	
		IT Technician	<p>Support the class teacher / TA with the technology. (Communicate via MS Teams and check in with teachers)</p> <p>Provide technical support to parents</p> <p>Support EYFS with Tapestry technology.</p>	
		Ed Tech Lead and 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 MS Teams and Tapestry.</p> <p>Provide coaching session for one to one staff teaching.</p>	

				Check that the Technicians can provide the correct support.	
			Headteacher	<p>Maintain links with the families.</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 pre-recorded lessons.</p> <p>Regular meetings with the teachers via MS Teams to discuss updates and levels of engagement/ issues.</p>	

September 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.

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

Tier 2 (14 Days)	School Response	Teachers Who to Inform?	Key Activities/Timetable		Options
			Who?	What?	The school will use a combination of Live 'check in chat', Pre-recorded Lessons, Assignments and Projects using Tapestry and MS Teams when appropriate.
<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>There will be a 24 hour preparation period before learning begins to allow both parents and staff to make appropriate arrangements</p> <p>Pre - recorded lessons blended with projects and assignments.</p> <p>Where possible, digital devices will be accessible for the children.</p>	<p>The Headteacher will inform all staff of any changes.</p> <p>The Headteacher 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.</p> <p>Planning will consider the needs of remote lessons for all children. TA, ELSA and teachers could use Tapestry chats to provide feedback and support.</p> <p>Regular training for children in the use of all online platforms and apps within</p>	<p>Class Teachers</p>	<p>To use a blended learning approach of pre-recorded and instructional tasks via Tapestry.</p> <p>Where appropriate, record core lessons (English, Maths, Phonics, &amp; Reading) and upload to Tapestry.</p> <p>Assignments will be set via Tapestry and feedback provided via Tapestry.</p> <p>Make sure the lessons are uploaded to Tapestry before the start of the school day.</p>	<p>If all teachers in a year group have 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</p> <p>Teacher to plan a combination of normal class lessons using pre-recorded , live and video lessons which will be set on a weekly timetable</p> <p>English, maths, (phonics and reading lessons) will be taught by KPS staff or utilise are recorded or publicly sourced lessons i.e. Oak Academy, White Rose and the BBC</p> <p>The stream links can be added to a timetable so that it is easier for families to access the videos in the correct order.</p> <p>Teachers will devise a daily timetable with the links attached so that the children can view the lessons easily.</p> <p>Parents and children can access lessons at home later in the day or the next day</p>

<p>Some lessons may be taught by Year group, not Class teachers</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; pre-recorded sessions.</p> <p>Lessons will continue to follow the same teaching sequence using the remote learning pathway</p> <p>Pre-recorded sessions will be uploaded so that children and parents / carers can replay the lesson as many times as they wish.</p> <p>Where appropriate the children will be provided with workbooks to evidence their learning.</p> <p>The parents / carers will be asked to upload evidence of their child's learning to Tapestry – as a minimum expectation is a daily update.</p>	<p>their classes so the children are confident and able to navigate the site or app proficiently.</p> <p>Teachers will provide the parents/ carers with logins and passwords to all learning platforms. (The school will create a class document containing all these details so that it is easily accessible in the event of quarantine or lockdown.)</p> <p>The teachers need to keep a record of the login details in case a parent / carer loses or forgets them. IT support desk and Teachers will be able to email the details directly to the child's parents.</p> <p>The teachers will need to monitor the engagement in online learning including, usage of Tapestry and contact the parents of those children who are not using the platforms. SLT to be informed of any children not engaging.</p> <p>Following completion of an ICT audit Headteachers will confirm which families need to receive the devices. It</p>	<p>LSA/TA/One to One support</p>	<p>Tapestry- support the class teacher to deliver the lessons and feedback.</p> <p>TA to support with online marking and feedback. One to one staff will teach sessions for English and Maths lessons (Guided by the class teacher).</p> <p>Use video chat for vulnerable and disadvantaged children.</p>	<p>Assignments will be set in Tapestry for the children to complete and return.</p> <p>Feedback will be provided on assignments, projects and tasks</p> <p>Foundation subjects will be live taught or the school will utilise Oak Academy lessons.</p> <p>Teachers will be accessible via email and telephone for the parents and children during normal school hours (9am to 4pm) during this 14-day period only. Response times will vary but should be within 24 hours</p> <p>The teacher or nominated adult will contact groups of children twice per week via video chat or phone calls.</p>
		<p>IT Technician</p>	<p>Support the class teacher / TA with the technology. (Communicate via MS Teams and check in with teachers)</p> <p>Provide technical support to parents</p>	
		<p>Ed Tech Lead Deputy Headteacher</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 Tapestry.</p> <p>Provide coaching sessions for one to one staff teaching.</p> <p>Check that the Technicians can provide the correct support, notify the Trust if</p>	

		<p>must have the safeguarding software installed as well as the Office 365 apps, shortcuts to Tapestry, Oxford Owl, Phonics Play, Phonics Bloom, Letters and Sounds. Following completion of an ICT audit, 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>you require additional technical help.</p>	
			Headteacher	<p>Maintain links with the families.</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.</p> <p>Regular meetings with the teachers via MS Teams to discuss updates and levels of engagement/ issues.</p>	

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

Tier 3 & 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?	The school will use a combination of Live 'check in chat', Pre-recorded Lessons, Assignments and Projects using Tapestry and MS Teams where appropriate.
In the event of all classes in the school needing to go into	The school would create a rota for teaching. Keyworker children, vulnerable and disadvantaged children	The Headteacher will inform all staff of any changes.	Class Teachers	To use a blended learning approach for pre-recorded lessons and activities.	Responsibility for pupils of teachers working in school will be taken by year group colleagues or HLTAs.

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<p>lockdown (vulnerable &amp; disadvantaged &amp; key worker children still in school)</p> <p>Localised or national lockdown</p>	<p>would be taught by class teachers, supported HLTAs and TAs.</p> <p>Children at home will be taught remotely by a year group teacher</p> <p>There will be a 1 day preparation period before learning begins to allow both parents and staff to make appropriate arrangements</p>	<p>The Headteacher will Inform parents of the school's protocols and expectations.</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 will create a remote learning timetable for the week with links to the pre-recorded lessons. Teachers need to plan remote learning to consider the needs for all children.</p>		<p>Where appropriate record core lessons (English, Maths, Phonics, Handwriting &amp; Reading) and upload to Tapestry.</p> <p>Deliver pre-recorded lessons via Tapestry to children at home. Remote learning timetable will be shared.</p> <p>Assignments will be set via Tapestry and feedback provided verbally or in writing</p>	<p>Teacher working in school to plan a combination of normal class lessons using pre-recorded lessons which will be set on a weekly timetable</p> <p>English, maths, (phonics and reading lessons) will be taught by KPS staff or utilise are recorded or publicly sourced lessons i.e. Oak Academy, White Rose and the BBC</p> <p>The stream link can be added to a timetable so that it is easier for families to access the videos in the correct order.</p> <p>Teachers will devise a daily timetable with the links attached so that the children can view the lessons easily.</p> <p>Parents and children can access lessons at home later in the day or the next day</p>
	<p>Blended learning will be facilitated by the start of each school day in line with the schools timetabled balanced curriculum</p> <p>Each day, there will be pre-recorded phonics lesson, maths lesson and handwriting lesson.</p> <p>There will be a modelled writing lesson where appropriate. There will be a daily story pre-recorded for children to watch and listen to. Each week there will be an arts / craft / outdoor activity and also a music / movement pre-recorded session.</p>	<p>Teachers need to work on a rota to support children remotely and in school. One to one support staff to provide online lessons/ learning and support. (Guided by class teacher.)</p> <p>Teacher and TAs to communicate regularly throughout the week to</p>	LSA/TA/One to One Support Staff	<p>TA to support with Tapestry feedback. One to one staff will teach sessions for English and Maths lessons (Guided by the class teacher).</p> <p>Use video chat for vulnerable and disadvantaged children.</p>	<p>Assignments will be set in Tapestry for the children to complete and return.</p> <p>Feedback will be provided on assignments, projects and tasks</p> <p>Foundation subjects will be live taught or the school will utilise Oak Academy lessons or similar. These sessions will provide PPA cover for teachers.</p>
			IT Technician	<p>Support the class teacher / TA with the technology. (Communicate via MS Teams and check in with teachers)</p> <p>Provide technical support to parents</p>	<p>Teachers will be accessible via email and telephone for the parents and children during normal school hours (9am to 4pm) during this 14-day period only. Response times will vary but should be within 24 hours</p> <p>The teacher or nominated adult will contact groups of children twice per week via video chat or phone calls.</p> <p>If a teacher in a year group 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 children remotely</p>

	Teachers will share engagement reports with the Headteacher and provide regular updates.	<p>discuss the learning and the needs of the children.</p> <p>TAs/HLTAs If the TAs and HLTAs are not in school, then they will be directed by the class teacher to support children remotely. Contacting vulnerable children and helping them to use MS Teams and key apps etc.</p> <p>Technicians will need to support staff and parents with the learning platforms and try to allocate devices to disadvantaged children (Directed by the Headteacher).</p> <p>ELSA and SENDCo Maintain contact with key children and families via MS Teams and telephone. Use CPOMs to communicate and update information. Contact the children and the families using phone calls. Inform the class teacher through CPOMS of communications and changes.</p> <p>Deputy Headteacher to monitor the pre-recorded lessons, assignments, and the conversations on</p>	ED Tech Lead Professional / 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 MS Teams.</p> <p>Provide coaching session for one to one staff teaching.</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.</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 pre-recorded lessons.</p> <p>Regular meetings with the teachers via MS Teams to discuss updates and levels of engagement/ issues.</p>	



		<p>Tapestry. Check that the safeguarding policy is being adhered to by pupils, teachers, and parents.</p> <p>Headteachers Communicate on the MS Teams. Weekly assemblies, parent newsletters, staff updates and staff meetings. Phone calls with vulnerable families etc.</p>	ELSA/SEND	<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>	
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**Notes:**

<b>Key Points:</b>	<b>Possible Implications (Headteachers to complete this section)</b>
Schools must have digital devices set aside for these scenarios so that children can access the learning platform and websites at home.	6 laptops and 10 ipads available for short term loan
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.)	Deputy Head to lead and support learning
ELSA support – ELSA sessions to be conducted through online platform. Recorded and stored in an agreed MS Team/channel).	ELSA support through video calls or catch up phone calls using schools mobile phones.
Create a parent MS Form to investigate home access to digital devices for learning and for Wi-Fi access.	Completion by 27.10.2020

## 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

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- 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.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>R1</b> 8.30 - 9.00am	<b>Registration</b> Children to register attendance using Microsoft Forms, sharing their feelings, thoughts, and challenges  Children to access their class you tube channel to get their daily briefing about what they can do and feedback about how well their class is doing on specific learning content.  <i>Watch Class teacher video (max 5 mins) explaining the day ahead</i>				
<b>P1</b> 9.00-10.00	Maths	English - Grammar	Maths	English - Spelling	<b>Project Days</b> (Humanities focus) <i>or</i> <b>Intervention</b> Activities (Enrichment Groups)  STEAM
Break 10.00-10:30					
<b>P2</b> 10.30-11.30	English - Grammar	Maths	English - Grammar	Maths	
<b>P3</b> 11.30-12.00	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	
<b>Lunch</b> 12.00 – 13.00					
<b>P4</b> 13.00-14.00	<b>Specialist Projects*</b> (see individual year group timetables)				
<b>P5</b> 14.00-15.30	<b>Connect Time</b> 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:
<b>Topic:</b>			
<b>Curriculum links:</b> List here the curriculum descriptors or content this lesson is targeting.		<b>Specific Objectives/Learning Goals:</b> What specific learning do you want to see by the end of this lesson? How will it be evidenced by students?	
<b>Prior Learning:</b> <ul style="list-style-type: none"> <li>What do students know about this topic already?</li> <li>What related content has already been covered?</li> </ul>		<b>Resources, materials, and technologies required:</b> In addition to classroom materials this should entail digital supports for at home students, e.g. <ul style="list-style-type: none"> <li>LMS</li> <li>Educational games/programs</li> <li>Communication tools</li> <li>Cloud documents</li> </ul>	
<b>Instructional Steps</b>			
<b>Date:</b>  <i>Hook</i> Hook student interest with something such as: <ul style="list-style-type: none"> <li>A challenge question</li> <li>An anecdote</li> <li>A physical item</li> <li>A digital resource (e.g. video)</li> </ul>		<b>At-home students:</b>  <i>Hook</i> Engage at-home students by: <ul style="list-style-type: none"> <li>Posting a challenge question digitally on LMS in advance</li> <li>Recording a video</li> <li>Linking a thought-provoking online resource that connects with topic.</li> </ul>	
<i>Introductory set</i> Set student expectations for the lesson by explaining: <ul style="list-style-type: none"> <li>The learning goal(s)</li> <li>Relevance of the learning</li> <li>Activities</li> <li>Final product to be generated</li> </ul>		<i>Introductory set</i> Set student expectations for the lesson clearly and succinctly. This could be written or recorded as a video.	
<i>Instruction</i> Direct instruction of the learning content.		<i>Instruction</i> Emphasise clarity, 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.	
<i>Activity</i> Break the activity down into clear, scaffolded steps.		<i>Activity</i> At-home students can learn via: <ul style="list-style-type: none"> <li>Online collaboration (using cloud tools, message boards, or Skype/Zoom)</li> <li>Posting work to LMS</li> <li>Web research</li> <li>Editable documents or PDFs</li> <li>Gamified learning programs</li> </ul>	
<i>Feedback</i> Assess student learning/progress via the work that has been completed.		<i>Feedback</i> Deliver feedback on learning via: <ul style="list-style-type: none"> <li>Written comments emailed or posted on LMS</li> <li>Voice recordings</li> </ul>	
<i>Conclusion</i> <ul style="list-style-type: none"> <li>Set homework if required</li> <li>Indicate next part of the learning sequence (i.e. outline next lesson).</li> </ul>		<i>Conclusion</i> <ul style="list-style-type: none"> <li>Instruct students of preparations for next lesson</li> <li>Set homework where required.</li> </ul>	
<b>Extension:</b> List extension activities for students who need additional challenge. Consider what this might look like online as well.			