Contingency Plan – Outbreaks - For Individuals or Groups of Self-Isolating Pupils in KS1					
Tier 1 (14 days)	**School Response**	**Staff Who to Inform?**	**Key Activities/Timetable**		**Options**
			Who?	**What?**	**The school will use a combination of Live Lessons, Pre-recorded Lessons, Assignments, Projects and Live Video Chat delivered using TEAMS**
In the event of an individual child or a small group (10 children or less) needing to quarantine)	Follow the school lockdown strategy for children in quarantine. Less than 5 days (eg waiting for a test or results) A paper pack aligned to in class learning pathway will be provided. 5 – 14 days Learning pathways provided by class teachers. Video contact made by teacher via Teams, Outlook or Tapestry to revisit learning and correct misconceptions. There will be a 1 day preparation period before learning begins to allow parents and staff to make appropriate arrangements Where possible digital devices will be accessible	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. Teachers will consider and where appropriate plan for, live, and remote lessons for all children. 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. Year 1 will continue to use Tapestry and Year 2 will move from email – MS Teams as children become proficient in use. The teachers will need to monitor the engagement in online learning including use	Class Teacher	The priority is for all Year 2 teachers to plan time into their weekly schedule to teach the children how to use all the features of MS Outlook. (This will develop to TEAMS) All children in Year 1 will need to engage in Tapestry. Year 2 Teachers will be setting homework on MS Teams from January 2021 to embed for the whole class as a practice. A section for blended learning needs to be regularly taught as part of real and virtual lessons. Aspire to set up a remote learning channel or the chat facility or for Y1 use Tapestry for the child or group so that the teacher can communicate separately with them and upload work and links.	Children will be provided with either a printed learning pack or a weekly calendar with a learning pathway linked to in class teaching. Where appropriate The Oak Academy, White Rose and the BBC websites will be used to supplement and enhance learning A pathway of learning could be planned using these websites so that the children can access the correct subjects and knowledge/ skills. Where appropriate assignments for the children to complete and return will be either printed and posted or posted on MS Teams/email/Tapestry The teacher/ LSA would mark and give regular verbal and written feedback 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 The teacher or nominated adult will contact groups of children twice per week via video chat or phone calls.

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for the children (Check parent response on MS Forms questionnaire). 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. Class teachers provide children with logins and passwords to all the learning platforms that they require the children to access at home. These might include (TTRS, Tapestry, Mathletics, MS Teams, Oxford Owl, Rocket Phonics, Reading Planet)	of online platforms and contact the parents of those children who are not using the platforms. SLT to be informed of any children not engaging. Schools, with the support of ICT technicians will seek to 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, shortcut to appropriate learning platforms including; Mathletics, Reading Planet, Rocket Phonics. Following completion of an ICT audit Headteachers will confirm which families need to receive the devices. A technical helpdesk for the year group will be available to support parents with devices as well as possible Broadband/Wi-Fi issues. ITsupport@dsatkibworth.org	LSA/TA/One to One Support	Tapestry – support the class teacher to deliver 'live' learning opportunities. Outlook/Teams- support the class teacher to deliver the lessons and communicate via 'chat' with the children at home if live lessons are being used. 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). Use video chat for vulnerable and disadvantaged children.	
		IT Technician	Support the class teacher / TA with the technology. Provide technical support to parents When established, make sure Outlook email accounts are created 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.	

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			Ed Tech Lead and Deputy Headteacher	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/Outlook Provide coaching sessions for one to one staff to aid teaching support Check that the Technicians can provide the correct support.	
			Headteacher	Maintain links with the families. Deliver updates via assemblies for the children in that year group and their parents. Post updates for staff via Teams. Monitor the live and pre-recorded lessons. Regular meetings with the teachers via MS Teams to discuss updates and levels of engagement/ issues.	

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Contingency Plan – Outbreaks - For Whole Year Group of Self-Isolating Pupils in Key Stage One

Tier 2 (14 Days)	School Response	Teachers Who to Inform?	Key Activities/Timetable		Options The school will use a combination of Live Lessons, Pre-recorded Lessons, Assignments, Projects and Live Video Chat delivered using TEAMS
			Who?	**What?**	
In the event of a year group lockdown (partial).

1 to 3 classes in the same year group. | Follow the school lockdown strategy for children in quarantine.

Live and pre recorded lessons blended with projects and assignments.

There will be a 1 day preparation period before learning begins to allow parents and staff to make appropriate arrangements

Where possible digital devices will be accessible for the children. | The Headteacher will inform all staff of any changes.

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.

Planning will consider the needs of real, live, and remote lessons for all children. TA, ELSA and teachers could use online chats to provide feedback and support.

Regular training for children in the use of all online | Class Teachers | Use a blended learning approach of real and virtual lessons.

Where appropriate, record core lessons (English, Maths, Phonics, & Reading) and upload to Tapestry/Outlook/MS Teams.

Deliver 'live' lessons via Tapestry/Outlook/MS Teams to children at home. Remote learning timetable will be shared.

Assignments will be set via Tapestry/Teams/Outlook and feedback provided verbally or in writing | 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

Teacher to plan a combination of normal class lessons using pre-recorded , live and video lessons which will be set on a weekly timetable

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

The stream links can be added to a timetable so that it is easier for families to access the videos in the correct order.

Teachers will devise a daily timetable with the links attached so that the children can view the lessons easily.

Parents and children can access lessons at home later in the day or the next day |

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Some lessons will be taught by Year group not Class teachers 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. Lessons will continue to follow the same planned teaching sequence using the remote learning pathway Live lessons could be recorded and uploaded so that children can replay the lesson or watch it later in the day if they missed it. Where appropriate the children will be provided with workbooks and can complete the learning tasks in their workbooks and online. The remote learners will upload their work to the assignments tab in MS Teams.	platforms within their classes so the children are confident and able to use their login details proficiently. Teachers will provide the children 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.) The teachers need to keep a record of the login details in case a child loses or forgets them. IT support desk and Teachers should be able to email the details directly to the child's parents. The teachers will monitor the engagement in online learning including, where appropriate, usage of MS Teams, Mathletics, Tapestry and TTRS and contact the parents of those children who are not using the platforms. SLT to be informed of any children not engaging. Following completion of an ICT audit Headteachers will prioritise which families are	LSA/TA/One to One support	MS Teams - support the class teacher to deliver the lessons and communicate via 'chat' with the children at home during the live lesson. 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). Use video chat for vulnerable and disadvantaged children.
		IT Technician	Support the class teacher / TA with the technology. (Communicate via MS Teams and check in with teachers) Provide technical support to parents 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.
		Ed Tech Lead Deputy Headteacher	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./Outlook

Assignments will be set via Outlook/Tapestry/Teams for the children to complete and return.

Feedback will be provided on assignments, projects and tasks

Teachers will be accessible via email for the parents and children during normal school hours (9am to 4pm) in this period. Response times will vary but should be within 24 hours

Foundation subjects will be live taught or the school will utilise Oak Academy lessons.

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		in need of devices according to availability. Loan Devices must have the safeguarding software installed as well as the Outlooklinks Office 365 apps, shortcut to MS Teams, Century, AR and TTRS. A technical helpdesk for the year group will be necessary to support parents with devices as well as possible Broadband/Wi-Fi issues. ITsupport@dsatkibworth.org		Provide coaching sessions for one to one staff to aid teaching. Check that the Technicians can provide the correct support, notify the Trust if you require additional technical help.	
			Headteacher	Maintain links with the families. Deliver updates via assemblies for the children in that year group and their parents. Post updates for staff via Teams. Monitor the live and pre-recorded lessons. Regular meetings with the teachers via MS Teams to discuss updates and levels of engagement/ issues.	

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

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Discovery – COVID 19 Trust Contingency Plan – Outbreaks and Lockdowns (Partial and Full)

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 The school will use a combination of Live Lessons, Pre-recorded Lessons, Assignments, Projects and Live Video Chat delivered using TEAMS
			Who?	What?	
In the event of all classes in the school needing to go into lockdown (vulnerable & disadvantaged & key worker children still in school) Localised or national lockdown	The school would create a rota for teaching. Keyworker children, vulnerable and disadvantaged children would be taught by class teachers, supported HLTAs and TAs. Children at home will be taught remotely by a year group teacher There will be a 1 day preparation period before learning begins to allow parents and staff to make appropriate arrangements Blended learning will be taught in the morning in line with the schools timetabled balanced curriculum In the afternoon foundation subjects such as Art, History etc will be taught by a blend of live	The Headteacher will inform all staff of any changes. The Headteacher will Inform parents of the school's protocols and expectations. 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. Teachers will create an online learning timetable for the week with links to the live lessons. Teachers need to plan remote learning to consider the needs for all children.	Class Teachers LSA/TA/One to One Support Staff	To use a blended learning for real and virtual lessons. Where appropriate record core lessons (English, Maths, Phonics, & Reading) and upload to MS Teams. Deliver 'live' lessons via MS Teams to children at home. Remote learning timetable will be shared. Assignments will be set via teams and feedback provided verbally or in writing MS Teams - support the class teacher to deliver the lessons and communicate via 'chat' with the children at home during the live lesson. 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).	Responsibility for pupils of teachers working in school will be taken by year group colleagues or HLTAs. Teacher working in school to plan a combination of normal class lessons using pre-recorded , live and video lessons which will be set on a weekly timetable 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 The stream link can be added to a timetable so that it is easier for families to access the videos in the correct order. Teachers will devise a daily timetable with the links attached so that the children can view the lessons easily. Parents and children can access lessons at home later in the day or the next day Assignments will be set in Tapestry/Outlook/MS Teams for the children to complete and return. Feedback will be provided on assignments, projects and tasks Foundation subjects will be live taught or the school will utilise Oak Academy lessons or similar. These sessions will provide PPA cover for teachers.

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lessons, specialist recorded provision; Oak Academy and Specialist teachers. Where possible teachers who have taught whole class lessons in the morning will use the afternoon to set assignments, send feedback to the children and conduct group chats Teachers will share engagement reports with the Headteacher and provide regular updates.	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.) Teacher and TAs to communicate regularly throughout the week to discuss the learning and the needs of the children. 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. Technicians will need to support staff and parents with the learning platforms and try to allocate devices to disadvantaged children (Directed by the Headteacher). ELSA and SENDCo 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 video chat.		Use video chat for vulnerable and disadvantaged children.	Teachers will be accessible via email for the parents and children during normal school hours (9am to 4pm)in this period. Response times will vary but should be within 24 hours The teacher or nominated adult will contact groups of children twice per week via video chat or phone calls. 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
		IT Technician	Support the class teacher / TA with the technology. (Communicate via MS Teams and check in with teachers) Provide technical support to parents 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.	
		ED Tech Lead Professional / Deputy Headteacher	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. Provide coaching session for one to one staff teaching. Check that the Technicians can provide the correct support, notify the Trust if	

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		Inform the class teacher through MS Teams of communications and changes. 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. Headteachers Communicate on the MS Teams via Stream. Weekly assemblies, parent updates, staff updates and staff meetings. Video chats with vulnerable families etc.		you require additional technical help.
			Headteacher	Maintain links with the families. Deliver updates via assemblies for the children in that year group and their parents. Post updates for staff via Teams. Monitor the live and pre-recorded lessons. Regular meetings with the teachers via MS Teams to discuss updates and levels of engagement/ issues.

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			ELSA/SEND	Maintain contact with key children and families via phone calls Outlook/MS Teams. Use CPOMS to communicate and update information. Contact the children and the families using the video chat. Update outside agencies, SLT and class teachers using CPOMs and MS Teams.	

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.	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.**

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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.

Date:	Class/Group:	Time:	Room:

Topic:

Curriculum links:	Specific Objectives/Learning Goals:
List here the curriculum descriptors or content this lesson is targeting.	What specific learning do you want to see by the end of this lesson? How will it be evidenced by students?
Prior Learning:	**Resources, materials, and technologies required:**
· What do students know about this topic already? · What related content has already been covered?	In addition to classroom materials this should entail digital supports for at home students, e.g. · LMS · Educational games/programs · Communication tools · Cloud documents

Instructional Steps

Date:	At-home students:
Hook Hook student interest with something such as: · A challenge question · An anecdote · A physical item · A digital resource (e.g. video)	*Hook* Engage at-home students by: · Posing 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* 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.
Instruction Direct instruction of the learning content. *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 next part of the learning sequence (i.e. 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.

Time	Monday	Tuesday	Wednesday	Thursday	Friday

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R1 8.30 - 9.00am	**Registration** 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. *Watch Class teacher video (max 5 mins) explaining the day ahead*				
P1 9.00-10.00	Maths	English - Grammar	Maths	English - Spelling	
	Break 10.00-10:30				
P2 10.30-11.30	English - Grammar	Maths	English - Grammar	Maths	**Project Days** (Humanities focus) *or* **Intervention** **Activities** (Enrichment Groups) STEAM
P3 11.30-12.00	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	
	Lunch 12.00 – 13.00				
P4 13.00-14.00	**Specialist Projects*** (see individual year group timetables)				
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

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