

Contingency Plan – Outbreaks - For Individuals or Groups of Self-Isolating Pupils in KS2

Tier 1	School Response	Staff	Key	Activities/Timetable	Options
(14 days)		Who to Inform?	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	Follow the school	The Headteacher will need		The priority is for all	
of an	lockdown strategy for	to inform the school staff		teachers to plan time into	
individual	children in quarantine.	and Trust daily about		their weekly schedule to	
child or a		attendance data, any		teach the children how to	
small group	Less than 5 days (eg	children testing positive and		use all the features of MS	Children will be provided with either a printed learning pack or a
(10 children	waiting for a test or	any decisions to isolate		Teams. This needs to be	weekly calendar with a learning pathway linked to in class teaching.
or less)	results) A paper pack	groups of children.		checked and monitored.	
needing to	aligned to inclass			Digital devices will need to	Where appropriate The Oak Academy, White Rose and the BBC
quarantine.	learning pathway will be	Teachers will consider and		be put on a weekly rota so	websites will be used to supplement and enhance learning
	provided.	plan for, live, and remote		that the KS2 children can	
		lessons for all children.		access them.	A pathway of learning could be planned using these websites so
	5 – 14 days Learning		Class		that the children can access the correct subjects and knowledge/
	pathways provided by	Teachers need to make best	Teacher	Teachers should be setting	skills.
	class teachers. Video	use of all online learning		homework on MS Teams for	
	contact made by teacher	platforms with their classes		the whole class as a	Where appropriate assignments for the children to complete and
	via Teams to revisit	in school, so the children are		practice.	return will be either printed and posted or posted on MS Teams
	learning and correct	confident and able to use			
	misconceptions.	their login details		A section for blended	The teacher/ LSA would mark and give regular verbal and written
		proficiently I.e. MS Teams,		learning needs to be	feedback
	There will be a 1 day	Century Tech etc.		regularly taught as part of	
	preparation period			real and virtual lessons.	
	before learning begins to	The teachers will need to			
	allow parents and staff	monitor the engagement in			
	to make appropriate	online learning including,		Aspire to deliver some 'live'	
	arrangements	where appropriate, usage of		lessons via MS Teams so the	
		MS Teams, AR, TTRS and		children can participate at	
	Where possible digital	Century Tech and contact		home.	
	devices will be accessible	the parents of those			



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for the children (Check	children who are not using		Aspire to set up a remote	
parent response on MS	the platforms. SLT to be		learning channel or the chat	
Forms questionnaire).	informed of any children not		facility for the child or group	
	engaging.		so that the teacher can	
If the child cannot access			communicate separately	
a device, the school will	Schools with the support of		with them and upload work	
seek to loan a device to	ICT technicians will provide		and links.	
the parents during the	a device to vulnerable		MS Teams - support the	
quarantine period (14	families if they do not have		class teacher to deliver the	
days). The device must	one at home. It will have the		lessons and communicate	
be returned to the	safeguarding software		via 'chat' with the children	
school at the end of that	installed as well as the		at home if live lessons are	
time. Parents sign a loan	Office 365 apps, shortcut to		being used.	
agreement and receive	MS Teams, Century, AR and		being abea.	
tutorial on how the	TTRS. Following completion	LSA/TA/One	TA to support with online	
device works from a	of an ICT audit	to One	marking and feedback. One	
technician.	Headteachers will confirm	Support	to one staff will teach	
teenincian.	which families need to	Support	sessions for English and	
Class teachers provide	receive the devices.		Maths lessons (Guided by	
children with logins and	receive the devices.		, , , , , , , , , , , , , , , , , , , ,	
ı	A to shaisal haladask for the		the class teacher).	
passwords to all the	A technical helpdesk for the			
learning platforms that	year group will be available		Use video chat for	
they require the children	to support parents with		vulnerable and	
to access at home.	devices as well as possible		disadvantaged children.	
(TTRS, Century Tech, MS	Broadband/Wi-Fi issues.		Support the class teacher /	
Teams, Accelerated			TA with the technology.	
Reader)			(Communicate via MS	
			Teams and check in with	
			teachers)	
		IT	Provide technical support to	
		Technician	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	
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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. Provide coaching session for one to one staff teaching. Check that the Technicians can provide the correct support.	
			Maintain links with the families.	
			Deliver updates via assemblies for the children in that year group and their parents.	
		Headteacher	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 KS2



Tier 2	School Response	Teachers		Activities/Timetable	Options			
(14 Days)		Who to Inform?	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	Follow the school	The Headteacher will inform		To use a blended learning	If all teachers in a year group have to quarantine (test positive) and			
of a year group lockdown	lockdown strategy for children in quarantine.	all staff of any changes. The Headteacher will need		approach of real and virtual lessons.	they are ill, then the school will have to consider moving a teacher to that year group to teach them remotely			
(partial).	Live and pre recorded lessons blended with	to inform the Trust about attendance data, any		Where appropriate, record core lessons (English, Maths,	Teacher to plan a combination of normal class lessons using pre- recorded, live and video lessons which will be set on a weekly timetable			
1 to 3 classes in	projects and	children testing positive and any decisions to isolate		Phonics, & Reading) and upload to MS Teams.	Limetable			
the same year group.	assignments. There will be a 1 day preparation period	groups of children. Inform parents of the school's protocols and expectations.	Class Teachers	Deliver 'live' lessons via MS Teams to children at home.	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			
	before learning begins to allow parents and staff	Planning will consider the		Remote learning timetable will be shared.	The stream links can be added to a timetable so that it is easier for			
	to make appropriate arrangements	needs of real, live, and remote lessons for all		Assignments will be set via	families to access the videos in the correct order.			
		children. TA, ELSA and		teams and feedback	Teachers will devise a daily timetable with the links attached so that			
	Where possible digital devices will be accessible	teachers could use online chats to provide feedback		provided verbally or in writing	the children can view the lessons easily.			
	for the children.	and support.			Parents and children can access lessons at home later in the day or the next day			
		Regular training for children						
		in the use of all online						



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their login details proficiently but are well enough to teach, then they can teach the children go alterning. The school will create a class document containing all these details so that it is easily accessible in the remote learning apathway and their work to the children can replay the lesson could be recorded and uploaded so that children can with falter in the daylift they missed it. Where appropriate the children will be provided with workbooks and complete the learning tasks in their work to the elarners will upload their work to the assignments tab in MS Teams. Heir login details proficiently to test on the same traching of the children will be growing to the same teaching and their work to the estingments tab in MS Teams. Heir login details proficiently to the wild the will be provided with workbooks and complete the learning tasks in their work to the estingments tab in MS Teams. Heir login details proficiently to the children will be given the position of an ICT audit Headteacher's will provide the children will be provided on assignments, projects and tasks with the children at home during the lucison. Lax/TA/Onc to One staff will teach estable. One to one staff will teach esson. Can define a discoverable to the children and making and feedback. One to one staff will teach essons (Guided by the class teacher). Use video chat for vulnerable and disadvantaged children. The teachers should be able to emplay the leason or watch it later in the day if they missed it. Where appropriate the children and uploaded to the class MS Teams and check in with teachers will be accessible via chard feedback. One to one staff will teach esson. The teachers need to keep a record of the login details in case a child one or fregets them. IT support deak and make the children and passwords to all learning the children and which the class o	· · · ·				and return.
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ICT audit Headteachers will Headteacher improve knowledge and	Teams.		Deputy	have regular slots for CPD to	
confirm which families need skills on MS Tooms			Headteacher	improve knowledge and	
Commit which families need Skills on ivis feaths.		confirm which families need		skills on MS Teams.	



	to receive the devices. It			
	must have the safeguarding		Provide coaching session for	
	software installed as well as		one to one staff teaching.	
	the Office 365 apps,		_	
	shortcut to MS Teams,		Check that the Technicians	
	Century, AR and TTRS.		can provide the correct	
	·		support, notify the Trust if	
	A technical helpdesk for the		you require additional	
	year group will be necessary		technical help.	
	to support parents with		Maintain links with the	
	devices as well as possible		families.	
	Broadband/Wi-Fi issues.			
			Deliver updates via	
			assemblies for the children	
			in that year group and their	
			parents.	
			Post updates for staff via	
			Teams.	
		Headteacher	Monitor the live and pre-	
		Heauteacher	recorded lessons.	
			Regular meetings with the	
			teachers via MS Teams to	
			discuss updates and levels	
			of engagement/issues.	
Conting	gency Plan – Outbre	eaks - For	Whole School of Se	If-Isolating Pupils in KS2
(School would	a still be open for Ke	ey-worker	children, vulnerabl	e and disadvantaged children)
			Activities/Timetable	



(Unknown time span – depends on the severity of the local/ national situation)		Who to Inform?	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 all classes in the school needing to go into lockdown (vulnerable & disadvantag ed & 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	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	Class Teachers	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	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.
	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 lessons, specialist recorded provision; Oak	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.	LSA/TA/One to One Support Staff	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).	Parents and children can access lessons at home later in the day or the next day Assignments will be set in 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. Teachers will be accessible via email and telephone for the parents and children during normal school hours (9am to 4pm) during this



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 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		Use video chat for vulnerable and disadvantaged children.	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. 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
Teachers will share engagement reports with the Headteacher and provide regular updates.	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	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.	
	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.	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	Santambar 2020



	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.	Headteacher	you require additional technical help. 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 prerecorded lessons. Regular meetings with the teachers via MS Teams to discuss updates and levels of engagement/ issues.	
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	ELSA/SEND	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.	ELSA support through video Calls or catch up phone calls using schools mobile
Recorded and stored in an agreed MS Team/channel).	phones.
Create a parent MS Form to investigate home access to digital devices for	Completion by 27.10.2020
learning and for Wi-Fi access.	



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

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.

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



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				
R1	Registration								
8.30 -	Children to register attendance using Microsoft Forms, sharing their feelings, thoughts, and challenges								
9.00am									
		•	•	ily briefing about wha	it they can do and				
	reedback about nov	w well their class is do	oing on specific learni	ng content.					
	Watch Class teache	r video (max 5 mins)	explaining the day ah	ead					
P1	Maths	English -	Maths	English - Spelling					
9.00-		Grammar							
10.00									
		Break							
		10.00-10:30	n		Project				
		10.00-10.30	,		Days				
					(Humanities				
					focus) or				
P2	English -	Maths	English -	Maths	Intervention				
10.30- 11.30	Grammar		Grammar		Activities				
P3	Short	Short	Short	Short	(Enrichment				
11.30-	Comprehensions/	Comprehensions/	Comprehensions/	Comprehensions/	Groups)				
12.00	Novel study	Novel study	Novel study	Novel study	STEAM				
		Lunch			SILAW				
P4	Specialist Projects*								
13.00-									
14.00									
P5	Connect Time								
14.00-	An opportunity to discuss the days learning with the class teacher and ask questions if required. There								
15.30	will be an opportunity to evaluate the days learning (parents and children)								

KS2 Remote Learning Timetable

Date: Class/Group:			Time:	Room:	
Topic:					
Curriculum links: List here the curriculum descriptors or content this lesson is targeting.		Specific Objectives/Learning Goals: What specific learning do you want to see by the end of this lesson? How will it be evidenced by students?			
Prior Learning: What do students know about this topic already? What related content has already been covered?		Resources, materials, and technologies required: In addition to classroom materials this should entail digital supports for at home students, e.g. LMS Educational games/programs Communication tools Cloud documents			
Instructional Steps		41.1			
Date:		Hook	ne students:		
Hook Hook student interest with something such as: A challenge question An anecdote A physical item A digital resource (e.g. video) Introductory set Set student expectations for the lesson by explaining: The learning goal(s) Relevance of the learning		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 clearly and succinctly. This could be written or recorded as a video. Instruction			
 Activities Final product to be generated 		Emphasise clarity, either in text or video. If using a vide add some textual components as well (e.g. a whiteboard to consolidate explanations and main points.			
Instruction Direct instruction of the learning content.		Activity At-home students can learn via: Online collaboration (using cloud tools, message benefit on the collaboration (and all all all all all all all all all al			
Activity Break the activity down into clear, scaffolded steps. Feedback		boards, or Skype/Zoom) Posting work to LMS Web research Editable documents or PDEs			
Assess student learning/progress via the work that has been completed.		Gamified learning programs			
Set homework if required Indicate next part of the learning sequence (i.e. outline next lesson).		Feedback Deliver feedback on learning via: Written comments emailed or posted on LMS Voice recordings			
		Conclusion Instruct students of preparations for next lesson Set homework where required.			