

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

Tier 1 (14 days)	School Response	Staff Who to Inform?	Key Activities/Timetable		Options		
			Who?	What?	Option 1 Pre-recorded Lessons	Option 2 Live Lessons (not EYFS)	Option 3 Planned Pathway for Oak Academy Lessons
In the event of individual child or small group (10 children or less) needing to quarantine.	Follow the school lockdown strategy for children in quarantine.  Remote learning lessons must be provided for the children at home. Look at the options before deciding on the best form of action for your children (discuss this with your SLT before making a final decision).  Digital devices must be accessible for the children (Check parent response on MS Forms questionnaire).  If the child cannot access a device, the school needs to loan a device to the parents during the quarantine period (14 days). The device must	Headteacher to inform the staff and the Trust about attendance data, any children testing positive and any decisions to isolate groups of children. They must communicate with the parents, and every member of staff – provide daily updates to ensure there is a good level of communication and everyone is being supported (wellbeing).  Teachers must plan blended learning lessons and add a section on to their planning format so that they are considering the needs of real, live, and remote lessons for all children.  After school online chats with the families will be	Class Teacher	To use a blended learning lesson plan for real and virtual lessons.  Record all core lessons (Maths, Phonics, Storytime & Reading) and upload to MS Teams  If possible, deliver 'live' lessons via MS Teams so the children can join in at home.  Use Teams so that the teacher can communicate separately with them and upload work and links. (Year 1 and 2 children) EYFS will communicate via tapestry.	Teacher to plan normal class lessons using the blended learning lesson approach.  The teacher will provide a timetable of lessons that meets the government's requirements of 3 hours of learning a day.  Make sure lessons maths, phonics and reading lessons are recorded.	Teacher to arrange live lesson links to be sent to the child through a daily timetable.  The teacher will provide a timetable of lessons that meets the government's requirements of 3 hours of learning a day.  The child can either join in live or the live lesson will be recorded and the child can access the lesson later in the day.  Work will be set using assignments/One	If the school's technology does not support option 1 or 2, teachers need to use this option.  Communicate through Tapestry/Teams but use The Oak Academy, White Rose, and the BBC websites - all contain lessons for every year group. Teachers to use the Trust recorded phonics lessons.  Focus on English, maths, phonics and reading)
			LSA/TA	Tapestry or MS Teams - support the class teacher to deliver the lessons and communicate via 'chat' with the children at home during the live lesson.	These are then uploaded to Tapestry / MS Teams using links to the Stream videos (giving the		The class teacher would need to plan and provide the

<p>be returned to the school at the end of that time (See parent protocol – signed document must be completed before the device leaves the premises and the IT Technician must have provided guidance on how the device works and how to access MS Teams.)</p> <p>The class teachers need to provide the children will logins and passwords to all the learning platforms that they require the child(ren) to access at home.</p> <p>The teacher also needs to keep a copy of the login details so that they can communicate the login details to the parents if they are misplaced or forgotten.</p>	<p>necessary for support and reassurance.</p> <p>Teachers also need to provide the children with logins and passwords to all learning platforms. (It is advisable to create a class document containing all of these details so that it is easily accessible in the event of quarantine or lockdown.)</p> <p>The school (Headteacher to advise the technicians) must provide a device to vulnerable families if they do not have one at home. It must have the safeguarding software installed as well as the Office 365 apps, shortcut to MS Teams, Tapestry and Numbots.</p>	IT Technician	<p>Support the class teacher with the technology before and at the end of the lesson.</p> <p>Make sure the lessons are uploaded to the Tapestry/class MS Team for the children to access for catch-up learning whether the lesson is live or not.</p>	<p>children permission to access the video)</p> <p>Parents and children can access these at home later in the day or the next day (they will have to work one day behind the class possibly.)</p>	<p>Note and children can upload their work. Feedback will be given on any work submitted either verbally or written.</p> <p>Online story-time will be set at the end of each day. A link will be sent out by your class teacher and listed in your online classroom in Microsoft Teams.</p>	<p>children with a timetable that is linked to their year groups curriculum.</p> <p>A pathway of learning would need to be planned using these websites so that the children can access the correct subjects and knowledge/ skills.</p>
		Deputy Headteacher/ BLC	<p>Ensure the Teachers/ LSA /TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on MS Teams and Tapestry.</p> <p>Check that the Technicians can provide the correct support, notify the Trust if you require additional technical help.</p>	<p>Teachers will devise a daily timetable with the links attached so that the children can view the lessons easily.</p> <p>Work will be set using assignments/One Note and children can upload their work. Feedback will be given on any work submitted either verbally or written.</p>	<p>The children would respond to the learning task via Tapestry/Teams and teachers would respond with a written comment.</p> <p>There may be interventions put in place to support children who need it. These may be individual or in small groups and will be recorded.</p>	<p>The teacher would need to plan learning tasks linked to these clips and upload these to MS Teams or Tapestry.</p> <p>The children would respond to the learning task via Tapestry/Teams and teachers would respond with a written comment.</p>
		Headteacher	<p>Maintain links with the families of the children. Deliver updates via assemblies for the children and parents and post updates for staff via Tapestry or Teams. Monitor the live and pre-recorded lessons on Tapestry. Regular meetings with the teachers of those children.</p>	<p>Online story-time will be set at the end of each day. A link will be sent out by your class teacher and listed in your online</p>		

					<p>classroom in Microsoft Teams.</p> <p>The children would respond to the learning task via Tapestry/Teams and teachers would respond with a written comment.</p> <p>There may be interventions put in place to support children who need it. These may be individual or in small groups and will be recorded.</p>		
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**Contingency Plan – Outbreaks - For Whole Year Group of Self-Isolating Pupils in **EYFS / KS1****

Tier 2 (14 days)	School Response	Teachers Who to Inform?	Key Activities/Timetable		Options		
			Who?	What?	Option 1 Live Lessons and Real Lessons	Option 2 Use Pre-recorded Lessons, and Live check ins	Option 3 Planned Pathway for Oak Academy Lessons, and Live Video Chat
In the event of a year group lockdown (partial).  1 to 3 classes in	<p>Follow the school lockdown strategy for children quarantine.</p> <p>Live lessons and real lessons. Look at the options before deciding on the best form of</p>	<p>Headteacher will need to inform all staff of procedures at an inset session/staff meeting.</p> <p>Headteacher to inform the Trust about attendance data, any children testing</p>	Class Teachers	<p>To use a remote learning lesson plan for real and virtual lessons.</p> <p>Record all core lessons (Maths, Phonics, &amp; Reading) and upload to Tapestry / MS Teams.</p>	(Note: If the teachers do have to quarantine and they are not ill, they can still teach remotely to the children at home.)	Teachers will devise a daily timetable with the links attached so that the children can view the lessons easily.	<p>If the school's technology does not support option 1 or 2, teachers need to use this option.</p> <p>Tapestry and the Oak Academy, White</p>

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<p>the same year group.</p> <p>Digital devices must be accessible for the children (Check parent response on MS Forms questionnaire). Teachers in this year group would need to split the workload.</p> <p>If the teachers do not test positive for the virus, they can still teach the children through remote learning.</p> <p>The children would be taught the same lessons using the blended learning planning format.</p> <p>Live lessons would be recorded and uploaded so that children could replay the lesson or watch it later in the day if they missed it.</p> <p>The remote learners would upload their work to Tapestry / MS Teams.</p>	<p>action for your children (discuss this with your SLT before making a final decision).</p> <p>Teachers must plan remote learning lessons and add a section on to their planning format so that they are considering the needs of real, live, and remote lessons for all children.</p> <p>Teachers also need to provide the children with logins and passwords to all learning platforms. (It is advisable to create a class document containing all of these details so that it is easily accessible in the event of quarantine or lockdown.)</p> <p>The school (Headteacher to advise the technicians) must provide a device to vulnerable families if they do not have one at home. It must have the safeguarding software installed as well as the Office 365 apps,</p>	<p>positive and any decisions to isolate groups of children. They must communicate with the parents, and every member of staff – provide daily updates to ensure there is a good level of communication and everyone is being supported (wellbeing).</p>	<p>LSA/TA</p>	<p>Deliver 'live' lessons via MS Teams to all the children at home. Tapestry will allow you to pre-record not deliver 'live' lessons.</p> <p>Set learning tasks on Tapestry, mark them, give feedback (typed or verbal).</p> <p>Tapestry / MS Teams - support the class teacher to deliver the live lessons or pre-recorded and communicate via 'chat' with the children at home during the live lesson.</p> <p>TA to support with verbal feedback.</p> <p>Use video chat for vulnerable and disadvantaged children.</p>	<p>If both teachers 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 (A HLTA could cover their class)).</p> <p>Teachers will devise a daily timetable with the links attached so that the children can view the lessons easily.</p> <p>The teacher will provide a timetable of lessons that meets the government's requirements of 3 hours of learning a day.</p> <p>Children will be expected to record their attendance online through a Microsoft Form.</p> <p>Maths, English and Reading lessons will be pre-recorded for children to watch back later.</p> <p>There will be live check ins for the children to talk about the learning set for that day.</p> <p>Work will be set using assignments/ One Note and children can upload their work. Feedback will be given on any work submitted either verbally or written.</p>	<p>The teacher will provide a timetable of lessons that meets the government's requirements of 3 hours of learning a day.</p> <p>Children will be expected to record their attendance online through a Microsoft Form.</p> <p>Maths, English and Reading lessons will be pre-recorded for children to watch back later.</p> <p>There will be live check ins for the children to talk about the learning set for that day.</p> <p>Work will be set using assignments/ One Note and children can upload their work. Feedback will be given on any work submitted either verbally or written.</p>	<p>Rose and the BBC websites could be used - all contain lessons for every year group.</p> <p>The class teacher will need to plan and provide the children with a timetable that is linked to their year groups curriculum.</p> <p>The teacher will provide a timetable of lessons that meets the government's requirements of 3 hours of learning a day.</p> <p>A pathway of learning will need to be planned using these websites so that the children can access the correct subjects and knowledge/ skills.</p> <p>The teacher will need to plan learning tasks linked to these clips and upload these to MS Teams or to Tapestry for the children to complete and return.</p>
			<p>IT Technician / Blended Learning Champion</p>	<p>Support the class teacher / TA with the technology before and at the end of the lesson.</p> <p>Make sure the lessons are uploaded to Tapestry or the class MS Team for the children to access for catch-up learning whether the lesson is live or not.</p>	<p>Children will be expected to record their attendance online through a Microsoft Form.</p>	<p>Work will be set using assignments/ One Note and children can upload their work. Feedback will be given on any work submitted either verbally or written.</p>	<p>The teacher will need to plan learning tasks linked to these clips and upload these to MS Teams or to Tapestry for the children to complete and return.</p>
			<p>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</p>	<p>Where possible maths, English and Reading lessons will</p>	<p>Work will be set using assignments/ One Note and children can upload their work. Feedback will be given on any work submitted either verbally or written.</p>	<p>The teacher will need to plan learning tasks linked to these clips and upload these to MS Teams or to Tapestry for the children to complete and return.</p>

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		<p>shortcut to MS Teams, Tapestry and Numbots.</p> <p>Technician helpdesk for the year group will be necessary to support parents with devices, as well as possible Broadband/Wi-Fi issues.</p>		<p>skills on Tapestry and MS Teams.</p> <p>Check that the Technicians can provide the correct support, notify the Trust if you require additional technical help.</p>	<p>be live and recorded for children to watch back later.</p> <p>In live lessons children will complete work and feedback will be given in the moment.</p> <p>There will be live check ins for the children to talk about the learning set for that day.</p> <p>Work will be set using assignments/ One Note and children can upload their work. Feedback will be given on any work submitted either verbally or written.</p> <p>Online story-time will be set at the end of each day. A link will be sent out by your class teacher and listed in your online classroom in Microsoft Teams.</p>	<p>Online story-time will be set at the end of each day. A link will be sent out by your class teacher and listed in your online classroom in Microsoft Teams.</p> <p>The children would respond to the learning task via Tapestry/Teams and teachers would respond with a written comment.</p> <p>There may be interventions put in place to support children who need it. These may be individual or in small groups and will be recorded.</p> <p>Teachers/LSAs will also contact groups of children for informal chats so that the teacher can check in on the children's wellbeing needs. Minimum expectation of once per week.</p>	<p>The teacher/ LSA will mark the learning task online and give feedback either at the end of the school day or during afternoon sessions.</p> <p>There may be interventions put in place to support children who need it. These may be individual or in small groups and will be recorded.</p> <p>Teachers/LSAs will also contact groups of children for informal chats so that the teacher can check in on the children's wellbeing needs. Minimum expectation of once per week.</p>
			Headteacher	<p>Maintain links with the families of the children.</p> <p>Deliver updates via assemblies for the children and parents and post updates for staff via Tapestry / Teams.</p> <p>Monitor the live and pre-recorded lessons in Tapestry and in MS Teams.</p> <p>Regular meetings with the teachers of those children.</p>			

					<p>Teachers would respond on Tapestry with a typed message.</p> <p>There may be interventions put in place to support children who need it. These may be individual or in small groups and will be recorded.</p> <p>Teachers/LSAs will also contact groups of children for informal chats so that the teacher can check in on the children's wellbeing needs. Minimum expectation of once per week.</p>		
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Contingency Plan – Outbreaks - For Whole School of Self-Isolating Pupils in **EYFS / KS1**  
(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/	School Response	Teachers Who to Inform?	Key Activities/Timetable		Options		
			Who?	What?	Option 1 Live Lessons and Real Lessons	Option 2 Use Pre-recorded Lessons, and Live check ins	Option 3 Planned Pathway for Oak Academy Lessons, and Live Video Chat

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national situation)							
<p>In the event of all classes in the school needing to go into lockdown (No children in school just vulnerable &amp; disadvantaged &amp; key worker children still in school)</p>	<p>The school would create a rota for teaching. Keyworker children, vulnerable and disadvantaged children would be taught by 1 class teacher, supported HLTAs and TAs.</p> <p>Children at home would be taught remotely by the other year group teacher or another teacher (if one form entry).</p>	<p>The Headteacher will inform all staff of any changes daily at an inset session/staff meeting.</p> <p>The Headteacher will need to inform the Trust about any children testing positive, 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>	Class Teachers	<p>To use a remote learning lesson plan for real and virtual lessons.</p> <p>Record all core lessons (Maths, Phonics, &amp; Reading) and upload to MS Teams.</p> <p>Deliver 'live' lessons via MS Teams to all the children at home.</p> <p>Set learning tasks on Tapestry/Teams, mark them, give feedback and return.</p>	<p>(Note: If the teachers do have to quarantine and they are not ill, they can still teach remotely to the children at home.)</p> <p>If both teachers 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 (A HLTAs could cover their class)).</p>	<p>Teachers will devise a daily timetable with the links attached so that the children can view the lessons easily.</p> <p>Teachers will devise a daily timetable with the links attached so that the children can view the lessons easily.</p>	<p>If the school's technology does not support option 1 or 2, teachers need to use this option.</p> <p>Tapestry and the Oak Academy, White Rose and the BBC websites could be used - all contain lessons for every year group.</p>
<p>Localised or national lockdown</p>	<p>Live lessons would be taught in the morning – Maths and Phonics.</p> <p>In the afternoon, the entire school would receive the same lesson from a member of the SLT or a teacher. They will teach a foundation subject such as Art, History etc and the entire school would access this lesson whilst</p>	<p>Teachers must create an online learning timetable for the week with links to the live lessons. Teachers need to plan remote lessons using their planning format so that they are considering the needs for all children.</p> <p>Teachers need to work on a rota to support children remotely and in school.</p>	LSA/TA	<p>Tapestry / MS Teams - support the class teacher to deliver the lessons and communicate via 'chat' with the children at home during the live lesson.</p> <p>TA to support with online marking and verbal feedback.</p> <p>Use video chat for vulnerable and disadvantaged children.</p>	<p>Teachers will devise a daily timetable with the links attached so that the children can view the lessons easily.</p> <p>Teachers will devise a daily timetable</p>	<p>The teacher will provide a timetable of lessons that meets the government's requirements of 3 hours of learning a day.</p> <p>Maths, English and Reading lessons will be pre-recorded for children to watch back later.</p>	<p>The class teacher will need to plan and provide the children with a timetable that is linked to their year groups curriculum.</p> <p>The teacher will provide a timetable of lessons that meets the government's requirements of 3 hours of learning a day.</p>

<p>the teachers who taught in the morning would mark the work and send feedback to the children. They will also conduct group chats after the afternoon topic lesson to communicate and support learning via video.</p>	<p>One to one support staff would also need to provide online lessons/ learning and support. (Guided by class teacher.) Teacher and TAs will need to communicate regularly throughout the week to discuss the learning and the needs of the children.</p>	IT Technician / Blended Learning Champion	<p>Support the class teacher / TA with the technology before and at the end of the lesson.</p> <p>Make sure the lessons are uploaded to Tapestry or the class MS Team for the children to access for catch-up learning whether the lesson is live or not.</p>	<p>with the links attached so that the children can view the lessons easily.</p> <p>The teacher will provide a timetable of lessons that meets the government's requirements of 3 hours of learning a day.</p>	<p>There will be live check ins for the children to talk about the learning set for that day.</p> <p>Work will be set using assignments/One Note and children can upload their work. Feedback will be given on any work submitted either verbally or written.</p>	<p>A pathway of learning will need to be planned using these websites so that the children can access the correct subjects and knowledge/ skills.</p> <p>The teacher will need to plan learning tasks linked to these clips and upload these to MS Teams or to Tapestry for the children to complete and return.</p> <p>The teacher/ LSA will mark the learning task online and give feedback either at the end of the school day or during afternoon sessions.</p> <p>There may be interventions put in place to support children who need it. These may be individual or in small groups and will be recorded.</p>
	<p>TAs/HLTAs</p> <p>If the TAs and HLTAs are not in school, then they should be directed by the class teacher to support children remotely. They could contact vulnerable children and show them how to use MS Teams and some of the key apps etc.</p>	Deputy Headteacher	<p>Ensure the LSA/TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on Tapestry / MS Teams.</p> <p>Check that the Technicians can provide the correct support, notify the Trust if you require additional technical help.</p>	<p>Where possible maths, English and Reading lessons will be live and recorded for children to watch back later.</p>	<p>Online story-time will be set at the end of each day. A link will be sent out by your class teacher and listed in your online classroom in Microsoft Teams.</p>	
	<p>Technicians will need to support staff and parents with the learning platform and try to allocate devices to disadvantaged children (Directed by the Headteacher).</p> <p>ELSA and SEND</p> <p>Maintain contact with key children and families via MS Teams. Use the SEND channel to communicate and update information. Contact the children and the</p>	Headteacher	<p>Maintain links with the families of the children.</p> <p>Deliver updates via assemblies for the children and parents and post updates for staff via Teams.</p> <p>Monitor the live and pre-recorded lessons.</p> <p>Regular remote meetings with the teachers and LSAs.</p>	<p>In live lessons children will complete work and feedback will be given in the moment.</p> <p>There will be live check ins for the children to talk about the learning set for that day.</p>	<p>Teachers/LSA would respond on Tapestry with a typed message or a video message.</p> <p>There will be interventions put in place to support</p>	



		<p>families using the video chat. Inform the class teacher through MS Teams – keep them notified of communications and changes.</p> <p>Deputy Headteacher To monitor the live lessons, assignments, and the conversations in the MS Team Classrooms. Check that the safeguarding policy is being adhered too by pupils, teachers, and parents.</p> <p>Headteachers Communicate on the MS Teams via Stream. Weekly assemblies, parent updates, staff updates and staff meetings. Video chats with vulnerable families etc.</p>	ELSA/SEND	<p>Maintain contact with key children and families via MS Teams. Use the SEND channel to communicate and update information. Contact the children and the families using the video chat. Update outside agencies.</p>	<p>Work will be set using assignments/One Note and children can upload their work. Feedback will be given on any work submitted either verbally or written.</p> <p>Online story-time will be set at the end of each day. A link will be sent out by your class teacher and listed in your online classroom in Microsoft Teams.</p> <p>There will be interventions put in place to support children who need it. These may be individual or in small groups and will be recorded.</p> <p>Teachers would respond on Tapestry with a typed message.</p> <p>There may be interventions put in place to support children who need</p>	<p>children who need it. These may be individual or in small groups and will be recorded.</p> <p>There may be interventions put in place to support children who need it. These may be individual or in small groups and will be recorded.</p> <p>Teachers/LSAs will also contact groups of children for informal chats so that the teacher can check in on the children's wellbeing needs. Minimum expectation of once per week.</p>	<p>Teachers/LSAs will also contact groups of children for informal chats so that the teacher can check in on the children's wellbeing needs. Minimum expectation of once per week.</p>
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					<p>it. These may be individual or in small groups and will be recorded.</p> <p>Teachers/LSAs will also contact groups of children for informal chats so that the teacher can check in on the children's wellbeing needs. Minimum expectation of once per week.</p>		
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**Contingency Plan – Outbreaks - For Whole School of Self-Isolating Pupils in **EYFS / KS1****  
(Quarantine/Absolute Lockdown for the Entire School)

Tier 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?	Option 1	Option 2	Option 3
In the event of all classes in the school needing to go into lockdown.  Full lockdown/	<p>Teachers would still be expected to deliver lessons to their class through the learning platform.</p> <p>The structures would be like those listed in Scenario 3.</p>	See above	See above	See above	See above	See above	See above

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localised or national							
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**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.	We are able to supply devices where required to a small number of children. Class Teachers to assess need of this and contact the Assistant Head Teacher.
SEND children who have an EHCP plan will have remote 1 to 1 learning with their TA. Teachers would 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.)	The implications of this relate back to whether the child has access to a device at home. All 1:1 TAs will be trained to carry out these lessons – but very much dependent on the child having access to the equipment needed.
ELSA support – ELSA sessions to be conducted through online platform.	This will be possible. Our ELSA/ family support worker will make weekly calls to all children/ families on her caseload as a minimum and undertake Teams sessions, which will be recorded, where appropriate and agreed with parents beforehand.
Create a parent MS Form to investigate home access to digital devices for learning and for Wi-Fi access.	This was sent out at the start of the school year and revealed a need amongst our school community for an additional 60 devices. This includes a device for all our pupil premium families and all other responses that indicated a lack of access to devices. We have the names and details of all of these families.

**Discovery Phonics Weblinks**

Phase 2- <https://www.youtube.com/playlist?list=PLLT-p7WTVBXWSYpWaS4C2utyYUWFnIAZu>

Phase 3- <https://www.youtube.com/playlist?list=PLLT-p7WTVBXU3TY-00kHCBSd3hCsmX1f1>

Phase 5- <https://www.youtube.com/playlist?list=PLLT-p7WTVBXXvctrWx96RsH7CCLRIj3gD>

**DfE Expectations****Remote education support**

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, **we expect schools to have the capacity to offer immediate remote education.** Schools are expected to consider how to continue to improve the quality of their existing offer and **have a strong contingency plan in place for remote education provision by the end of September.** This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

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In developing these contingency plans, we expect schools to:

- teach a planned and well-sequenced curriculum being clear about what is taught and practised in each subject
- enable access to high-quality online and offline resources and teaching videos, linked to the school's curriculum expectations
- 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 for pupils who do not have suitable online access
- have planned for younger pupils and some pupils with SEND who may not be able to access remote education without adult support
- overcome barriers to digital access by distributing school-owned laptops
- some children who have difficulty engaging in remote learning may be considered to be vulnerable children and therefore eligible to attend in person
- publish information for pupils, parents and carers about their remote education provision

When teaching pupils remotely, we expect schools to:

- make sure that pupils have work each day in a number of different subjects
- set a minimum of:
  - KS1: 3 hours a day on average, across the school cohort with less for younger children
  - KS2: 4 hours a day
- provide clear explanations of new content, delivered by a teacher or through curriculum resources or videos
- check, at least weekly, whether pupils are engaging with their learning, and inform parents immediately where engagement is a concern
- judge how well pupils are progressing through the curriculum and provide feedback, at least weekly
- enable teachers to adjust the pace or difficulty of what is being taught, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

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 with their parents, 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> 9.00-9.50	Maths	English - Phonics	Maths	English - Phonics	<b>Project Days (Humanities focus)</b> <i>or</i> <b>Intervention</b>  <b>Activities</b> (Enrichment Groups)  STEAM
Break 9.50-10:30					
<b>P2</b> 10.30-11.20	English - Phonics	Maths	English - Phonics	Maths	
<b>P3</b> 11.30-12.00	Reading practice	Reading practice	Reading practice	Reading practice	
Lunch 12.00 – 13.00					
<b>P4</b> 13.00-14.00	Home Projects set by teacher				
<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)				

### KS1 Timetable

FS1 Timetable					
Time (GST)	Monday	Tuesday	Wednesday	Thursday	Friday
<b>R1</b> 9.00- 9.30	<b>Registration &amp; Basic Skills</b> Parents to register attendance using (platform to be agreed) Children to carry out some 'Basic Skills' games with an adult where possible <i>Watch Class teacher video (max 5 mins) welcoming to class and explaining the days focus - This will be posted on the (platform to be agreed)</i>				

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> <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>Instruction</i> Direct instruction of the learning content.  <i>Activity</i> Break the activity down into clear, scaffolded steps.  <i>Feedback</i> Assess student learning/progress via the work that has been completed.  <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>		<b>At-home students:</b> <i>Hook</i> Engage at-home students by: <ul style="list-style-type: none"> <li>Posing 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 clearly and succinctly. This could be written or recorded as a video.  <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> 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> 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>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.			

<b>P1</b> 9.30- 10.00	<b>Phonics</b> Activities available to all children (teacher video - Will be posted on the platform to be agreed)
<b>Break 10:00-10.30</b>	
<b>P2</b> 10.30- 11:30	<b>Teacher Input</b> This will be posted on the (platform to be agreed). This will Cover all other areas of EYFS Learning and Development. There will be one different activity a day posted; this could be: <ul style="list-style-type: none"> <li>- Personal, Social and Emotional</li> <li>- Communication and Language</li> <li>- Physical Development</li> <li>- Maths</li> <li>- Literacy</li> <li>- Expressive Arts and Design</li> <li>- Understanding of the World</li> </ul> There will be a Question and Answer session at the end of the Teacher input.
<b>P3</b> 11:30- 12.00	<b>Free-flow activities</b> Your class teacher will share some ideas for activities that you can do around the house, to help develop your child's skills according to the day's focus. This may be: <ul style="list-style-type: none"> <li>- Mark making patterns/ Name writing</li> <li>- Fine motor activities/ Playdough</li> <li>- Movement and dancing</li> </ul> These will be a bank of activity ideas to draw upon to mirror our classroom 'Free-Flow' activities.
<b>Lunch 12.00-1.00</b>	
<b>P4</b> 1.00- 1.30	<b>Storytime</b> Stories will be posted from Teachers/ Support Staff/ Other Teachers from across the Trust. These will be posted on the (platform to be agreed)
<b>P5</b> 1.30 - 3.15	<b>Connect Time</b> An opportunity to discuss the days learning with the class teacher and ask questions using (platform to be agreed) - Direct to class teacher on the (platform to be agreed) . There will be an opportunity to evaluate the days learning (platform to be agreed)