

Contingency Plan – Outbreaks - For Individuals or	Groups of Self-Isolating Pupils in <b>EYFS / KS</b>	1
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Tier 1	School Response	Staff	Key A	Activities/Timetable		Options	
(14 days)		Who to Inform?	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).	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	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	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	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.
	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	considering the needs of real, live, and remote lessons for all children.  After school online chats with the families will be	LSA/TA	tapestry.  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	child can access the lesson later in the day.  Work will be set using assignments/One	Focus on English, maths, phonics and reading)  The class teacher would need to plan and provide the



school atime (Seprotocological protocological premise Technic provide	rned to the at the end of that ee parent of a signed ent must be ted before the leaves the es and the IT cian must have ed guidance on	necessary for support and reassurance.  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	IT Technician	Support the class teacher with the technology before and at the end of the lesson.  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.	children permission to access the video)  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	Note and children can upload their work. Feedback will be given on any work submitted either verbally or written.  Online story-time will be set at the	children with a timetable that is linked to their year groups curriculum.  A pathway of learning would need to be planned using these websites so that the children can
how the and how Teams.)  The class to provious will login passwo learning they received home.  The teat to keep login decan con login decan co	e device works w to access MS )  ss teachers need ide the children ins and ords to all the g platforms that quire the en) to access at  cher also needs a copy of the etails so that they municate the etails to the	easily accessible in the event of quarantine or lockdown.)  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.	Deputy Headteacher/ BLC	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.  Check that the Technicians can provide the correct support, notify the Trust if you require additional technical help.  Maintain links with the families of the children. Deliver updates via assemblies for the children and parents and post updates for staff via	class possibly.)  Teachers will devise a daily timetable with the links attached so that the children can view the lessons easily.  Work will be set using assignments/One Note and children can upload their work. Feedback will be given on any work submitted	end of each day. A link will be sent out by your class teacher and listed in your online classroom in Microsoft Teams.  The children would respond to the learning task via Tapestry/Teams and teachers would respond with a written comment.  There may be interventions put in	access the correct subjects and knowledge/ skills.  The teacher would need to plan learning tasks linked to these clips and upload these to MS Teams or Tapestry.  The children would respond to the learning task via Tapestry/Teams and teachers would respond with a written comment.
	s if they are sed or forgotten.		Headteacher	Tapestry or Teams.  Monitor the live and pre- recorded lessons on Tapestry. Regular meetings with the teachers of those children.	either verbally or written.  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	place to support children who need it. These may be individual or in small groups and will be recorded.	



Contingency Plan – Outbreaks - For Who	Tapestry/Teams and teachers would respond with a written comment.  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.	

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



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



shortcut to MS Teams, Tapestry and Numbots.  Technician helpdesk for the year group will be necessary to support parents with devices, as well as possible Broadband/Wi-Fi issues.	Headteacher	skills on Tapestry and MS Teams. Check that the Technicians can provide the correct support, notify the Trust if you require additional technical help. Maintain links with the families of the children.  Deliver updates via assemblies for the children and parents and post updates for staff via Tapestry / Teams.  Monitor the live and pre- recorded lessons in Tapestry and in MS Teams.  Regular meetings with the teachers of those children.	be live and recorded for children to watch back later.  In live lessons children will complete work and feedback will be given in the moment.  There will be live check ins for the children to talk about the learning set for that day.  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.  Online story-time will be set at the end of each day. A link will be sent out by your class teacher and listed	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.  The children would respond to the learning task via Tapestry/Teams and teachers would respond with a written comment.  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.  Teachers/LSAs will also contact groups of children for informal chats so that the teacher can check in on the	The teacher/ LSA will mark the learning task online and give feedback either at the end of the school day or during afternoon sessions.  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.  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.
			end of each day. A link will be sent out	of children for informal chats so	



(Unknown time span – depends on the severity of the local/		Who to Inform?	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
Tier 3	School Response	Teachers		ctivities/Timetable		Options	
				ole School of Self-Isolating I children, vulnerable and di		n)	
					Teachers would respond on Tapestry with a typed message.  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.  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.		



national							
situation)							
In the event	The school would create	The Headteacher will inform		To use a remote learning	(Note: If the	Teachers will devise	If the school's
of all classes	a rota for teaching.	all staff of any changes daily		lesson plan for real and	teachers do have to	a daily timetable	technology does not
in the school	Keyworker children,	at an inset session/staff		virtual lessons.	quarantine and	with the links	support option 1 or
needing to	vulnerable and	meeting.			they are not ill,	attached so that	2, teachers need to
go into	disadvantaged children			Record all core lessons	they can still teach	the children can	use this option.
lockdown	would be taught by 1	The Headteacher will need	Class Teachers	(Maths, Phonics, & Reading)	remotely to the	view the lessons	
(No children	class teacher, supported	to inform the Trust about	Class reachers	and upload to MS Teams.	children at home.)	easily.	Tapestry and the Oak
in school	HLTAs and TAs.	any children testing positive,					Academy, White
just		children/families not		Deliver 'live' lessons via MS	If both teachers	Teachers will devise	Rose and the BBC
vulnerable &	Children at home would	engaging with the remote		Teams to all the children at	have to quarantine	a daily timetable	websites could be
disadvantag	be taught remotely by	learning, difficulties with		home.	(test positive) and	with the links	used - all contain
ed & key	the other year group	digital devices, key issues			they are ill, then	attached so that	lessons for every
worker	teacher or another	regarding vulnerable/		Set learning tasks on	the school will have	the children can	year group.
children still	teacher (if one form	disadvantaged		Tapestry/Teams, mark	to consider moving	view the lessons	
in school)	entry).	children/families,		them, give feedback and	a teacher to that	easily.	The class teacher will
		information about staff		return.	year group to teach		need to plan and
Localised or	Live lessons would be	testing positive and remote		Tapestry / MS Teams -	them remotely (A	The teacher will	provide the children
national	taught in the morning –	learning issues.		support the class teacher to	HLTA could cover	provide a timetable	with a timetable that
lockdown	Maths and Phonics.	Teachers must create an		deliver the lessons and	their class)).	of lessons that	is linked to their year
		online learning timetable for		communicate via 'chat' with		meets the	groups curriculum.
	In the afternoon, the	the week with links to the		the children at home during	Teachers will devise	government's	
	entire school would	live lessons. Teachers need		the live lesson.	a daily timetable	requirements of 3	The teacher will
	receive the same lesson	to plan remote lessons using	LSA/TA		with the links	hours of learning a	provide a timetable
	from a member of the	their planning format so	25/1/1/	TA to support with online	attached so that	day.	of lessons that meets
	SLT or a teacher. They	that they are considering		marking and verbal	the children can		the government's
	will teach a foundation	the needs for all children.		feedback.	view the lessons	Maths, English and	requirements of 3
	subject such as Art,				easily.	Reading lessons will	hours of learning a
	History etc and the	Teachers need to work on a		Use video chat for		be pre-recorded	day.
	entire school would	rota to support children		vulnerable and	Teachers will devise	for children to	
	access this lesson whilst	remotely and in school.		disadvantaged children.	a daily timetable	watch back later.	



in the morning would mark the work and send feedback to the children. They will also conduct group chafs after the afternoon topic lesson to communicate and support (Guided by class teacher.) Teacher and TAs will need to communicate and support learning via video.  TAS/HLTAS If the TAs and HLTAs are not lin school, then they should be directed by the class teacher so thank the morn to use MS Teams and some of the key apps etc.  Technician will need to communicate and the needs of the children to access for catchup learning whether the lesson is live or not.  Tas/HLTAS if the TAs and HLTAs are not lin 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.  Technicians will need to support disderen and show them how to use MS Teams and some of the key apps etc.  Technicans will need to support staff and parents with the learning platform and try to allocate devices to disadvantaged children (Directed by the Headteacher).  ELSA and SEND  Ta with the technology before and at the end of the lesson.  Ta with the technology the form and the need of the elsons is live of lessons are uploaded to Tapestry or the children to access for catchup learning whether the lesson is live to access for catchup learning whether the lesson is live to access for catchup learning whether the lesson is live to access for catchup learning whether the lesson is live to access for catchup learning whether the lesson is live to access for catchup learning whether the lesson is live to access for catchup learning whether the lesson is live to access for catchup learning whether the lesson is live to access for catchup learning whether the lesson is live to access for catchup learning whether the lesson is live to access for catchup learning whether the lesson is catcher on the children and skills on Tapestry / MS Teams.  They will also conduct the which learning aset for that due to the children and whether	the teachers who taught	One to one support staff		Support the class teacher /	with the links		A pathway of
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.  TAS/HLTAS If the TAS and HLTAs are not in school, then they should be directed by the class teacher to support. Guidren to support tearn to mother the video.  TAS/HLTAS If the TAS and HLTAs are not in school, then they should be directed by the class teacher to support staff and parents with the learning and show them how to use MS Teams and some of the key apps etc.  Technicians will need to support, staff and parents with the learning platform and try to allocate devices to disadvantaged children (Directed by the Headteacher).  ELSA and SEND  Deliver updates via about the learning about the lesson, the the short or the class on the seasily.  Before and at the end of the lesson, which we wise the lesson, are uploaded to Tapestry or the children to access for catchuple armine platform and the plant of the children to access for catchuple armine platform and show them how to use MS Teams and some of the key apps etc.  Technicians will need to support, notify the Trust if you require additional technical help.  Deputy and the elearning and the needs of the children to access for catchuple armine platform and try to allocate devices to disadvantaged children (Directed by the eleas to disadvantaged children (Directed by the Headteacher).  ELSA and SEND						There will be live	
support. (Guided by class teacher.) Teacher and Tas will need to communicate and support learning via video.  It is communicate and the needs of the children to access for catch-up learning whether the lesson is live on to.  It is class MS Team for the children to access for catch-up learning whether the lesson is live on to.  It is class MS Team for the children to access for catch-up learning whether the lesson is live on to.  It is class MS Team for the children to access for catch-up learning whether the lesson is live on to.  It is class MS Team for the children to access for catch-up learning whether the lesson is live on to.  It is class MS Team for the children to access for catch-up learning whether the lesson is live on to.  It is class MS Team for the children to access for catch-up learning whether the lesson is live on to.  It is class MS Team for the children to access for catch-up learning whether the lesson is live on to.  It is class MS Team for the children to access for catch-up learning whether the lesson is live on to.  It is class MS Team for the children to access for catch-up learning whether the lesson is live on to.  It is class MS Team for the children to access for catch-up learning about the learning about the learning about the lea	•			,			_
They will also conduct group chats after the afternoon topic lesson to communicate and support learning via video.  TAS/HLTAS 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.  Technicians will need to support staff and parents with the learning platform and try to allocate devices to disadvantaged children (Directed by the Headteacher).  ELSA and SEND  Table teacher I Teacher and TAS will need to communicate regularly throughout the afternoon topic lesson to communicate regularly throughout the week to discuss the learning and the needs of the children can access for catch-up learning whether the lesson is live or not.  TAS/HLTAS 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.  Technicians will need to support staff and parents with the learning platform and try to allocate devices to disadvantaged children (Directed by the Headteacher).  ELSA and SEND  Table teacher and show the learning set for that day.  The teacher will provide a timetable of lessons that meets the government's requirements of 3 hours of learning a signments/One. Note and children on assignments/One and pload their objects and work will be given on any work. Feedback will be given on any work submitted either verbally or written.  The teacher will meets the government's requirements of 3 hours of learning assignments/One and policy work. Feedback will be given on any work submitted either verbally or written.  The teacher will meets the learning set for that day.  The teacher will meets the government's requirements of 3 hours of learning assignments/One and policy work. Feedback will be given on any work submitted either verbally or written.  The teacher will meets the learning set for the childre							
group chats after the afternoon topic lesson to communicate and support learning via video.  Blended Learning week to discuss the learning and the needs of the children.  TAS/HLTAS 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.  Technicians will need to communicate regularly throughout the week to disadvantaged children (Directed by the Headteacher).  ELSA and SEND  Blended Learning and whe sure the lessons are uploaded to Tapestry or the children to access for catchup learning whether the lesson is live or not.  Champion  Make sure the lessons are uploaded to Tapestry or the children to access for catchup learning whether the lesson is live or not.  Tas/HLTAS 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.  Technicians will need to support staff and parents with the learning platform and try to allocate devices to disadvantaged children (Directed by the Headteacher).  ELSA and SEND  Blended Learning and when the learning and the needs of the children can be children to watch and parents and post updates via assemblies for the children.  Blended Learning and the needs of the children and show them leasons is live or not.  Blended Learning and the needs of the children and the needs of the children and show them they to up assignments/One Note and children or work. Feedback will be given on any work submitted either each of the subjects and knowedge/skills.  The teacher will he set out be given the children and skills on Tapestry / MS Teams.  The teacher will he to support and the provide the correct support can ploat the children and skills on Tapestry / MS Teams.  The teacher vor largestry for children to watch be dead to tape the children to watch bend of each day.			IT Technician /	lesson.			
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		ELSA and SEND	Headteacher	updates for staff via Teams.		•	
Maintain contact with key     There will be live   typed message or a   individual or in small		Maintain contact with key			There will be live	typed message or a	individual or in small
children and families via MS   Monitor the live and pre-				-			
Teams. Use the SEND recorded lessons. recorded lessons.				recorded lessons.			
channel to communicate about the learning. There will be						There will be	
Regular remote meetings   set for that day   interventions put in							
Contact the children and the with the teachers and LSAs. with the teachers and LSAs.		I		with the teachers and LSAs.	Section that day.	•	
place to support		contact the children and the				piace to support	



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



				e School of Self-Isolating			
Tier 4	School Response	Teachers Who to Inform?	Key Acti Who?	ivities/Timetable What?		Options	
(Unknown		WHO TO IIIIOIIII!	vvno?	What?			Oution 2
time span – depends on the severity of the local/ national situation)				wildt	Option 1	Option 2	Option 3



localised or				
national				

## 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- <a href="https://www.youtube.com/playlist?list=PLLT-p7WTVBXWSYpWaS4C2utyYUWFnIAZu">https://www.youtube.com/playlist?list=PLLT-p7WTVBXWSYpWaS4C2utyYUWFnIAZu</a>
- 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.



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:
  - o KS1: 3 hours a day on average, across the school cohort with less for younger children
  - o 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			
R1	Registration				1			
8.30 -9.00am	Children to register attendance using Microsoft Forms with their parents, sharing their feelings, thoughts, and challenges							
	well their class is d	loing on specific lear	ning content.		vhat they can do and feedback about hov			
P1	Maths	· · · · · · · · · · · · · · · · · · ·	s) explaining the day  Maths		1			
9.00-9.50	iviatns	English - Phonics	Iviatris	English - Phonics				
9.00-9.50								
		Break		1	-			
		9.50-10:30						
					Project Days (Humanities focus)			
P2	English - Phonics	Maths	English - Phonics	Maths	Intervention			
10.30-11.20								
P3					Activities			
11.30-12.00	Reading practice	Reading practice	Reading practice	Reading practice	(Enrichment Groups)			
	•	Lunch			_ G.Gups,			
		12.00 - 13.00			STEAM			
P4	Home Projects set by teacher				1			
13.00-14.00								
P5	Connect Time							
14.00-15.30	An opportunity to	discuss the days lea	ions if required. There will be an					
	opportunity to eva	luate the days learn						

KS1	Tim	eta	ble

Date:	Class/Group:	Time:	Room:		
Topic:	'				
Curriculum links:		Specific Objectives/Le	earning Goals:		
List here the curriculu	um descriptors or content this lesson	What specific learning of	do you want to see by the end o		
is targeting.		this lesson?			
		How will it be evidenced	d by students?		
Prior Learning:		Resources, materials,	and technologies required:		
			m materials this should entail		
<ul> <li>What do students</li> </ul>	know about this topic already?	digital supports for at	home students, e.g.		
<ul> <li>What related con</li> </ul>	tent has already been covered?	• IMS			
		2.1.0	,		
		Educational games/			
		Communication too	IIS		
		Cloud documents			
Instructional Steps					
Date:		At-home students:			
Hook		Hook			
	t with something such as:	Engage at-home studen			
<ul> <li>A challenge quest</li> </ul>		Posing a challenge of advance	question digitally on LMS in		
<ul> <li>An anecdote</li> </ul>		Recording a video			
<ul> <li>A physical item</li> </ul>		Linking a thought-provoking online resource that			
<ul> <li>A digital resource</li> </ul>	(e.g. video)	connects with topic			
Introductory set		Introductory set			
Set student expectat	ions for the lesson by explaining:	Set student expectations for the lesson clearly and succinctly. This could be written or recorded as a video.			
		Succinctly. This could be	e written or recorded as a vide		
The learning goal		Instruction			
<ul> <li>Relevance of the</li> <li>Activities</li> </ul>	learning	Emphasise clarity, either in text or video. If using a vid			
<ul> <li>Activities</li> <li>Final product to b</li> </ul>	ne generated	add some textual components as well (e.g. a whiteboard to consolidate explanations and main points.			
- Final product to t	pe generated	to consolidate explanat	ions and main points.		
Instruction		Activity			
Direct instruction of	the learning content.	At-home students can learn via:			
A-Abde .		Online collaboration	n (using cloud tools, message		
Activity  Broak the activity do	wn into clear, scaffolded steps.	<ul> <li>boards, or Skype/Zi</li> <li>Posting work to LN</li> </ul>			
orcan the activity dol		Web research			
Feedback		Editable documents or PDFs			
Assess student learni	ng/progress via the work that has	Gamified learning p			
been completed.		-			
Conclusion		Feedback			
Set homework if	roquired	Deliver feedback on learning via:			
	t of the learning sequence (i.e.		emailed or posted on LMS		
outline next lesso		Voice recordings			
		Conclusion			
			of preparations for next lesson		
		<ul> <li>Set homework when</li> </ul>	ro roquirod		

FS1 Timetable						
Time (GST)	Monday	Tuesday	Wednesday	Thursday	Friday	
R1	Registration & Basic Skills	Registration & Basic Skills				
9.00- 9.30	Parents to register attendance using (platform to be agreed)					
	Children to carry out some 'Basic Skills' games with an adult where possible					
	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)					



P1	Phonics				
9.30- 10.00	Activities available to all children (teacher video - Will be posted on the platform to be agreed)				
	Break 10:00-10.30				
<b>P2</b> 10.30- 11:30	Teacher Input 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:  - Personal, Social and Emotional - Communication and Language - Physical Development - Maths - Literacy - Expressive Arts and Design - Understanding of the World There will be a Question and Answer session at the end of the Teacher input.				
<b>P3</b> 11:30- 12.00	Free-flow activities  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:  - Mark making patterns/ Name writing - Fine motor activities/ Playdough - Movement and dancing  These will be a bank of activity ideas to draw upon to mirror our classroom 'Free-Flow' activities.				
	<b>Lunch</b> 12.00-1.00				
<b>P4</b> 1.00- 1.30	Storytime 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	Connect Time  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)				