

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

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		Provision of Learning
			Who?	What?	What and How
In the event of individual child or small group (10 children or less) needing to quarantine.	<p>Follow the school lockdown strategy for children in quarantine.</p> <p>Remote learning lessons provided for children at home a day after they are delivered.</p> <p>Where possible, digital devices must be accessible for the children.</p> <p>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 be returned to the school at the end of that time. A parent protocol document must be signed before a digital device leaves the school premises. Training will</p>	<p>The Headteacher will communicate attendance information to school staff and the Trust daily.</p> <p>COVID related absence will be addressed with relevant staff members.</p> <p>When planning lessons teachers will consider the needs of real, live and remove lessons for all children.</p> <p>Teachers will provide contact and feedback on learning via class email address or relevant learning platforms.</p> <p>Teachers have provided the children with logins and passwords to all learning platforms.</p>	Class Teacher	<p>To use a blended learning lesson plan for lessons.</p> <p>Share all core lessons (Maths, Phonics, Storytime & Reading) and upload to MS Teams or Tapestry.</p> <p>Use Tapestry so that the teacher can communicate separately with them and upload work and links.</p>	<p>Pre-recorded lessons will be available for children to watch later in the day or on the following day via Tapestry or MS TEAMS in the corresponding subject folder. This may mean children isolating are working a day behind the class in school.</p> <p>Children to upload their work (a photograph or a Word document) to Tapestry or TEAMS into a specified folder.</p> <p>Where appropriate the teacher/LSA will mark or give individual feedback.</p> <p>To supplement English and Maths, teachers may use the Oak Academy Trust lessons, White Rose and BBC lessons and videos in some instances specifically if the technology fails.</p> <p>Use gap tasks between lessons and promote the use paper or practical learning activities.</p> <p>The class teacher may set independent learning projects linked to the curriculum to be accessed during the afternoon – These may be led by Trust Lead Professionals or Specialist Leaders in Education.</p>
			1:1/LSA/TA	Tapestry or MS Teams - support the class teacher to deliver the lessons and communicate via 'chat' with the children at home where needed.	
			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.	

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	<p>be provided by the school's IT technician to provide guidance on use.</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>Teachers will ensure that children are confident and able to use their login details proficiently, where needed.</p> <p>We will endeavour to provide a device to vulnerable families if they do not have one at home. It will have safeguarding software installed as well as the Office 365 apps, shortcuts to MS TEAMS and other online learning platforms. Headteachers will confirm which families are eligible to receive devices.</p>	<p>Deputy Headteacher/ BLC</p>	<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>Headteacher</p>	<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 or Teams.</p> <p>Monitor the pre-recorded lessons on Tapestry.</p> <p>Regular meetings with the teachers of those children.</p>	

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		Provision of Learning
			Who?	What?	What and How
<p>In the event of a year group lockdown (partial).</p> <p>1 to 3 classes in</p>	<p>Follow the school lockdown strategy for children quarantine.</p> <p>Remote learning lessons must be provided for the children at home.</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>	<p>Class Teachers</p>	<p>To plan for lessons with remote learning in mind.</p> <p>To share all core lessons (Maths, Phonics, & Reading) and upload to Tapestry / MS Teams.</p>	<p>Pre-recorded lessons will be available for children to watch later in the day or on the following day via MS TEAMS or Tapestry in the corresponding subject folder. This may mean children isolating are working a day behind class in school.</p> <p>Where appropriate the teacher/LSA will mark or give individual feedback.</p>

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the same year group.	<p>Where possible digital devices will be accessible for children.</p> <p>If a child cannot access a device, the school may be able to loan a device to the parents during the quarantine period (14 days). The device must be returned to the school at the end of that time. A parent protocol document must be signed before a digital device leaves the school premises. Training will be provided by the school's IT technician to provide guidance on use.</p> <p>The remote learners would upload their work to Tapestry / MS Teams.</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>When planning lessons, teachers will consider 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.</p> <p>We will endeavour to provide your child with a device 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> <p>Technician helpdesk for the year group will be necessary to support parents with devices, as well as possible Broadband/Wi-Fi issues.</p>		Set learning tasks on Tapestry, mark them, give feedback (typed or verbal).	<p>To supplement English and Maths, teachers may use the Oak Academy Trust lessons, White Rose and BBC lessons and videos in some instances especially if the technology fails.</p> <p>Use gap tasks between lessons and promote the use of paper or practical learning activities.</p> <p>The class teacher may set independent learning projects linked to the curriculum to be accessed during the afternoon – These may be led by the Trust Lead Professionals or Specialist Leaders in Education.</p>
			1:1 /LSA/TA	<p>Tapestry / MS Teams - support the class teacher to deliver the pre-recorded/prepared lessons and communicate via 'chat' with the children at home where necessary.</p> <p>TA to support with verbal feedback.</p> <p>Use video chat for vulnerable and disadvantaged 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.</p>	
			Deputy Headteacher	Ensure the LSA/TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and	

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				<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>	
			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 pre-recorded lessons in Tapestry and in MS Teams.</p> <p>Regular meetings with the teachers of those children.</p>	

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/national situation)	School Response	Teachers Who to Inform?	Key Activities/Timetable		Provision of Learning
			Who?	What?	What and how
In the event of all classes in the school needing to	The school would create a rota for teaching. Keyworker children, vulnerable and	The Headteacher will inform all staff of any changes daily at an inset session/staff meeting.	Class Teachers	To set assignments, give feedback where needed and use them to inform next steps in learning.	If the teachers do have to quarantine and they are not ill, they will teach remotely to the children at home.

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<p>go into lockdown (No children in school just vulnerable & disadvantaged & key worker children still in school)</p> <p>Localised or national lockdown</p>	<p>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.</p> <p>Content 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 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</p>	<p>The Headteacher will need to inform the Trust about any children testing positive, children/families not engaging with the remote learning, difficulties with digital devices, key issues regarding vulnerable/disadvantaged children/families, information about staff testing positive and remote learning issues.</p> <p>Teachers will create an online learning timetable for the week.</p> <p>Teachers need to work on a rota to support children remotely and in school. 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>		<p>Share all core lessons (Maths, Phonics, & Reading) and upload to MS Teams.</p> <p>Set learning tasks on Tapestry, mark them, give feedback and return.</p>	<p>If all teachers in a year group have to quarantine and they are ill, the school will plan for another member of staff to teach the year group remotely.</p> <p>The keyworker/ vulnerable children who do not have to quarantine could be taught by the Deputy Head teacher until of the class teachers returns. They could use the planning & resources from the remote learning lessons.</p> <p>Pre-recorded lessons will be uploaded to Tapestry / MS Teams using links to the Stream videos (giving the children permission to access the video) in the Catch-up Lessons Folder.</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>Teachers will devise a daily timetable with the links attached so that the children can view the lessons easily.</p> <p>The teacher/ LSA would mark the learning tasks online and give feedback either at the end of the school day or during an afternoon session. Teacher to contact groups of children twice per week via video chat.</p> <p>Afternoon lessons to be taught by members of the SLT i.e. cooking, Art, history etc.</p> <p>Children in school would watch the lesson and complete it at school. Children at home would complete the task at home and upload images and work to the MS Team or Tapestry.</p>
		LSA/TA	<p>Tapestry / MS Teams - support the class teacher to deliver the lessons and communicate via 'chat' with the children at home when needed.</p> <p>TA to support with online marking and verbal feedback.</p> <p>Use video chat for vulnerable and disadvantaged 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.</p>		

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communicate and support learning.	TAs/HLTAs If the TAs and HLTAs are not in school, then they should be directed by the class teacher to support children remotely.	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 Tapestry / MS Teams.	Use Tapestry and The Oak Academy, White Rose, and the BBC websites - all contain lessons for every year group. The class teacher would need to plan and provide 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 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 as Assignments for the children to complete and return. The teacher/ LSA would mark the learning tasks online and give feedback during the afternoon. Teacher to contact groups of children twice per week via video chat. School must support the disadvantaged children and supply a device for lockdown where possible.
	Technicians will need to support staff and parents with the learning platform and try to allocate devices to disadvantaged children (Directed by the Headteacher).		Check that the Technicians can provide the correct support, notify the Trust if you require additional technical help.	
	ELSA and SEND 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.	Headteacher	Maintain links with the families of the children. Deliver updates via assemblies for the children and parents and post updates for staff via Teams. Monitor the pre-recorded lessons. Regular remote meetings with the teachers and LSAs.	
	Inform the class teacher through MS Teams – keep them notified of communications and changes.	ELSA/SEND	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.	
	Deputy Headteacher To monitor the lessons, assignments, and the conversations in the MS Team Classrooms. Check that the safeguarding policy is being adhered too by			

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		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.					
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/ localised or national	Teachers would still be expected to deliver lessons to their class through the learning platform. The structures would be like those listed in Scenario 3.	See above	See above	See above	See above	See above	See above

Notes:
Discovery Phonics Weblinks

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

- 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
- 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

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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 8.30 -9.00am	Registration 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>				
P1 9.00-9.50	Maths	English - Phonics	Maths	English - Phonics	Project Days (Humanities focus) or Intervention Activities (Enrichment Groups) STEAM
Break 9.50-10:30					
P2 10.30-11.20	English - Phonics	Maths	English - Phonics	Maths	
P3 11.30-12.00	Reading practice	Reading practice	Reading practice	Reading practice	
Lunch 12.00 – 13.00					
P4 13.00-14.00	Home Projects set by teacher				
P5 14.00-15.30	Connect Time An opportunity to discuss the days learning with the class teacher and ask questions if required. There will be an opportunity to evaluate the days learning (parents and children)				

KS1 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: <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> LMS Educational games/programs Communication tools Cloud documents 	
Instructional Steps			
Date: <i>Hook</i> Hook student interest with something such as: <ul style="list-style-type: none"> A challenge question An anecdote A physical item A digital resource (e.g. video) 		At-home students: <i>Hook</i> Engage at-home students by: <ul style="list-style-type: none"> Posing a challenge question digitally on LMS in advance Recording a video Linking a thought-provoking online resource that connects with topic. 	
<i>Introductory set</i> Set student expectations for the lesson by explaining: <ul style="list-style-type: none"> The learning goal(s) Relevance of the learning Activities Final product to be generated 		<i>Introductory set</i> Set student expectations for the lesson clearly and succinctly. This could be written or recorded as a video.	
<i>Instruction</i> Direct instruction of the learning content.		<i>Instruction</i> Emphasise clarity, either in text or video. If using a video, add some textual components as well (e.g. a whiteboard) to consolidate explanations and main points.	
<i>Activity</i> Break the activity down into clear, scaffolded steps.		<i>Activity</i> At-home students can learn via: <ul style="list-style-type: none"> Online collaboration (using cloud tools, message boards, or Skype/Zoom) Posting work to LMS Web research Editable documents or PDFs Gamified learning programs 	
<i>Feedback</i> Assess student learning/progress via the work that has been completed.		<i>Feedback</i> Deliver feedback on learning via: <ul style="list-style-type: none"> Written comments emailed or posted on LMS Voice recordings 	
<i>Conclusion</i> <ul style="list-style-type: none"> Set homework if required Indicate next part of the learning sequence (i.e. outline next lesson). 		<i>Conclusion</i> <ul style="list-style-type: none"> Instruct students of preparations for next lesson Set homework where required. 	
Extension: List extension activities for students who need additional challenge. Consider what this might look like online as well.			

FS1 Timetable

Time (GST)	Monday	Tuesday	Wednesday	Thursday	Friday
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R1 9.00- 9.30	Registration & Basic Skills 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>
P1 9.30- 10.00	Phonics Activities available to all children (teacher video - Will be posted on the platform to be agreed)
Break 10:00-10.30	
P2 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: <ul style="list-style-type: none"> - 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.
P3 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: <ul style="list-style-type: none"> - 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.
Lunch 12.00-1.00	
P4 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)
P5 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)