

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

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

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 an individual child or a small group (10 children or less) needing to quarantine.	<p>Follow the school lockdown strategy for children in quarantine.</p> <p>Remote learning lessons must be provided for the children at home.</p> <p>Where possible digital devices will be accessible for the children.</p> <p>If the 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 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 remote lessons for all children.</p> <p>Teachers will provide contact and feedback on learning via class email address or relevant learning platform.</p> <p>Teachers have provided the children with logins and passwords to all learning platforms.</p> <p>Teachers will ensure that children are confident and</p>	Class Teacher	<p>The class teacher will plan time into their weekly schedule to teach the children how to use all the features of MS TEAMS. Access to digital devices will be planned to ensure equity of provision.</p> <p>Where appropriate teachers will set work / homework on MS TEAMS for the whole class as part of their normal practice.</p> <p>A section for blended learning will be added to the lesson plans / timetable for real and virtual lessons.</p> <p>Use TEAMS for the child or group 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 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 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 especially 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>
			LSA/TA/One to One Support	Where appropriate one to one support staff should deliver input for individual lessons no more than 20-minutes in length. Teacher to guide and support.	
			IT Technician & Blended Learning Champions	Support the class teachers with the technology before and after the lesson.	

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

	<p>The children have been provided with logins and passwords to all the learning platforms that they require (TTRS, Century Tech, MS TEAMS, Accelerated Reader)</p>	<p>able to use their login details proficiently.</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, shortcut to MS TEAMS and other online learning platforms. Headteachers will confirm which families are eligible to receive devices.</p>	<p>Deputy Headteacher and Blended Learning Champions</p>	<p>Ensure the Teachers/ LSAs /TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on MS TEAMS.</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 children who are self-isolating.</p> <p>Deliver updates via assemblies for the children and parents and post updates for staff via TEAMS.</p> <p>Monitor the pre-recorded lessons. Go into the Team subject channels and check the lessons.</p> <p>Meet regularly with the teachers of those children.</p> <p>The Headteacher will keep an updated record of families who can and cannot access digital devices.</p> <p>The Headteacher will plan and organise lease schemes, school device loan schemes and donation schemes as well as access Government help with technology.</p>	

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

Contingency Plan – Outbreaks - For Whole Year Group of Self-Isolating Pupils in **KS2**

Tier 2 (14 Days)	School Response	Staff 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 the same year group / phased group</p>	<p>Follow the school lockdown strategy for children in quarantine.</p> <p>Remote learning lessons must be provided for all children at home.</p> <p>Where possible digital devices will be accessible for the children</p> <p>Teachers in paired year groups will work together to ensure equity in provision and share the workload.</p> <p>If the teachers do not test positive for the virus or if they have the virus but are well enough to teach, then they can teach the children through remote learning from home.</p> <p>Pre-recorded lessons will be uploaded onto MS TEAMS</p>	<p>The Headteacher will inform all staff of any changes daily at an inset session/staff meeting/staff briefing</p> <p>The Headteacher will communicate attendance information to school staff and the Trust daily.</p> <p>Inform parents of the school's protocols and expectations through a 'Home Learning' guide.</p> <p>When planning lessons teachers will consider the needs of real, live, and remote lessons for all children.</p> <p>At the end of the school day 'Connect Time' will be available for children to chat with their teacher via TEAMS and ask any questions about the learning.</p> <p>The teachers will monitor the usage of MS TEAMS and</p>	Class Teachers	<p>To use a blended learning approach for live and pre-recorded lessons.</p> <p><i>Our medium-term aim (as provision of technology permits) is for all core lessons to be recorded (English, Maths, Phonics, & Reading) and uploaded to MS TEAMS.</i></p> <p>Teachers will set assignments on TEAMS, give feedback where needed and use them to inform next steps in learning.</p>	<p>If the teachers do have to quarantine and they are not ill, they will teach remotely to the children at home.</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 class teacher will live stream or add their recorded lessons through MS TEAMS.</p> <p>The teachers will use the planning & resources for remote learning lessons or from Oak Academy with a planned pathway.</p> <p>Pre-recorded will be available for children to watch if they are not able to access at the timetabled time later in the day or on the following day via MS TEAMS in the corresponding subject folder.</p> <p>Children to upload their work (a photograph or a Word document) to TEAMS into a specified folder.</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 especially if the technology fails.</p>
			LSA/TA/One to One support	<p>Where appropriate one to one support staff should support individual lessons no more than 20-minutes in length. Teacher to guide and support.</p> <p>Where appropriate use video chat to support vulnerable and disadvantaged children.</p>	
			IT Technician / Blended Learning Champion	<p>Support the class teachers via TEAMS with the technology before and after the lesson.</p> <p>Teachers will ensure recorded lessons are uploaded to the class MS Team so children can access for catch-up learning. Technicians to support.</p>	
			Deputy Headteacher	<p>Ensure the Teachers/ LSAs /TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on MS TEAMS.</p>	

September 2020

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

	<p>If possible, children will be provided with workbooks in which they can complete the learning tasks.</p> <p>The children will be able to upload their work to TEAMS.</p>	<p>all other online learning platforms.</p> <p>Teachers to contact parents of children who are not engaging with the learning and keep SLT informed and CPOMS updated.</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, shortcut to MS TEAMS and other online learning platforms. Headteachers will confirm which families are eligible to receive devices.</p> <p>A technical helpdesk for the year group will be in place to support parents with device operation as well as possible Broadband/Wi-Fi issues.</p>	and Blended Learning Champion	<p>Provide coaching session for one to one staff teaching.</p> <p>Check that the Technicians can provide the correct support, notify the Trust if you require additional technical help.</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> <p>Teachers will be accessible via class email to respond to parent queries about learning during normal school hours.</p> <p>Teachers will be available at the at the end of the school day during 'Connect Time' to chat with children via TEAMS so they can ask any questions about the learning.</p>
			Headteacher	<p>Maintain links with the families in year groups who are self-isolating.</p> <p>Deliver updates via assemblies for the children and parents and post updates for staff via TEAMS.</p> <p>Monitor the pre-recorded lessons. Go into the TEAM subject channels and check the lessons.</p> <p>Meet regularly with the teachers of those children.</p> <p>The Headteacher will keep an updated record of families who can and cannot access digital devices.</p> <p>The Headteacher will plan and organise lease schemes, school device loan schemes and donation schemes as well as access Government help with technology.</p>	

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

Contingency Plan – Outbreaks - For Whole School of Self-Isolating Pupils in KS2
 (School would still be open for key-worker children, vulnerable and disadvantaged children)

Tier 3 (Unknown time span)	School Response	Teachers Who to Inform?	Key Activities/Timetable		Provision of Learning
			Who?	What?	What and How
<p>In the event of all classes in the school needing to go into lockdown due to localised or national lockdown.</p> <p>Time span unknown</p> <p>Vulnerable, disadvantaged & key worker children still in school.</p>	<p>The school create a staffing rota to ensure keyworker, vulnerable and disadvantaged children provision is in place.</p> <p>Remote learning lessons must be provided for all children.</p> <p>Pre-recorded lessons will be uploaded onto MS TEAMS</p> <p>If possible, children will be provided with workbooks in which they can complete the learning tasks.</p> <p>The children will be able to upload their work to TEAMS.</p> <p>In the afternoon, children will be directed</p>	<p>The Headteacher will inform all staff of any changes daily at an inset session/staff meeting/staff briefing.</p> <p>The Headteacher will inform the Trust about any children testing positive, children/families not engaging with the remote learning, difficulties with digital devices, key issues regarding vulnerable and disadvantaged children or families, information about staff illness and remote learning issues.</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, shortcut to MS TEAMS and</p>	Class Teachers	<p>To use a blended learning approach for pre-recorded lessons.</p> <p><i>Our medium-term aim (as provision of technology permits) is for all input on core lessons to be recorded (English, Maths, Phonics, & Reading) and uploaded to MS TEAMS.</i></p> <p>Teachers will set assignments on TEAMS, give feedback where needed and use them to inform next steps in learning.</p>	<p>If the teachers do have to quarantine and they are not ill, they will teach remotely to the children at home via MS TEAMS.</p> <p>Keyworker / Vulnerable children in school will be staffed by CS / STAs/ TAs / SC and facilitate access to year group work set by the class teachers in TEAMS.</p> <p>If the class teachers are healthy then they will be able to use their own classrooms to teach remotely unless full lockdown is required. If this is the case teachers will teach remotely via TEAMS from their homes.</p>
			LSA/TA/One to One Support Staff	<p>MS Teams - support the class teacher to deliver the lessons and communicate via 'chat' with the children accessing TEAMS.</p> <p>Where appropriate one to one support staff should deliver individual lessons no more than 20-minutes in length. Teacher to guide and support.</p> <p>Where appropriate use video chat to support vulnerable and disadvantaged children.</p> <p>Where possible support staff to support with online learning.</p>	<p>The class teacher will add their recorded lessons through MS TEAMS so children can access at convenient times throughout the day.</p> <p>The teachers will use their planning & resources for remote learning lessons, planned pathways from Oak academy or Trust exemplar lessons (Maths / Grammar)</p> <p>Assignments will be set in MS Teams for the children to complete and return.</p>

September 2020

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

	to Specialist Learning Projects delivered by school or Trust staff. These will be linked to Foundation subjects.	other online learning platforms. Headteachers will confirm which families are eligible to receive devices.	IT Technician / Blended Learning Champion	<p>Support the class teachers via TEAMS with the technology before and after the lesson.</p> <p>Teachers will ensure recorded lessons are uploaded to the class MS TEAM so children can access for catch-up learning. Technicians to support.</p> <p>Technicians will support staff and parents with the learning platforms</p>	<p>Children will upload their work (a photograph or a Word document) to Teams into a specified folder.</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 especially if the technology fails.</p> <p>Use gap tasks between lessons and promote the use paper or practical learning activities.</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 MS TEAMS. Check that the Technicians can provide the correct support, notify the Trust if you require additional technical help.</p> <p>To monitor the recorded lessons, assignments, and the conversations in the MS TEAM Classrooms. Check that the safeguarding policy is being adhered to by pupils, teachers, and parents.</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> <p>Teachers will be accessible via class email to respond to parent queries about learning during normal school hours.</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 pre-recorded lessons.</p> <p>Regular remote meetings with the teachers and LSAs.</p> <p>Check that the safeguarding policy is being adhered to by pupils, teachers, and parents. Communicate on the MS TEAMS via Stream. Weekly assemblies, parent updates, staff</p>	<p>Teachers will be available at the at the end of the school day during ‘Connect Time’ to chat with children via TEAMS so they can ask any questions about the learning.</p> <p>Teachers will contact groups of children for informal video chats or telephone calls so that the teacher can check in on the children’s wellbeing needs twice a week.</p>

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				updates and staff meetings. Video chats with vulnerable families etc.	
			FSW /ELSA/SEND	<p>Maintain contact with key children and families via MS TEAMS. Use the SEND channel to communicate and update information.</p> <p>Contact the children and the families using the video chat. Update outside agencies, SLT and class teachers using CPOMs and MS Teams.</p> <p>FSW, ELSA and SEND will maintain contact with key children and families via MS TEAMS, school email and telephone. Inform the class teacher through email or CPOMS regarding support needs and provision.</p>	

Contingency Plan – Outbreaks - For Whole School of Self-Isolating Pupils in **KS2**
(Quarantine/Absolute Lockdown for the Entire School)

Tier 4 (Unknown time span)	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 go into full lockdown due to localised or national lockdown. Time span unknown.	<p>Teachers would still be expected to deliver lessons to their class through TEAMS learning platform.</p> <p>The structures would be like those listed in Scenario 3.</p>	See above	See above	See above	See Above

September 2020

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Appendix

DfE Expectations

Remote education support

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

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment, and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- 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

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- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. **We expect schools to avoid an over-reliance on long-term projects or internet research activities.**

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils, and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
R1 8.30 - 9.00am	Registration Children to register attendance using Microsoft Forms, sharing their feelings, thoughts, and challenges Children to access their class you tube channel to get their daily briefing about what they can do and feedback about how well their class is doing on specific learning content. <i>Watch Class teacher video (max 5 mins) explaining the day ahead</i>				
P1 9.00-10.00	Maths	English - Grammar	Maths	English - Spelling	Project Days (Humanities focus) <i>or</i> Intervention Activities (Enrichment Groups) STEAM
Break 10.00-10:30					
P2 10.30-11.30	English - Grammar	Maths	English - Grammar	Maths	
P3 11.30-12.00	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	
Lunch 12.00 – 13.00					
P4 13.00-14.00	Specialist Projects* (see individual year group timetables)				
P5 14.00-15.30	Connect Time An opportunity to discuss the days learning with the class teacher and ask questions if required. There will be an opportunity to evaluate the days learning (parents and children)				

KS2 Remote Learning Timetable

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">LMSEducational games/programsCommunication toolsCloud documents	
Instructional Steps			
Date: <i>Hook</i> Hook student interest with something such as: <ul style="list-style-type: none">A challenge questionAn anecdoteA physical itemA digital resource (e.g. video) <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 learningActivitiesFinal product to be generated <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">Set homework if requiredIndicate next part of the learning sequence (i.e. outline next lesson).		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 advanceRecording a videoLinking a thought-provoking online resource that connects with topic. <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">Online collaboration (using cloud tools, message boards, or Skype/Zoom)Posting work to LMSWeb researchEditable documents or PDFsGamified learning programs <i>Feedback</i> Deliver feedback on learning via: <ul style="list-style-type: none">Written comments emailed or posted on LMSVoice recordings <i>Conclusion</i> <ul style="list-style-type: none">Instruct students of preparations for next lessonSet homework where required.	
Extension: List extension activities for students who need additional challenge. Consider what this might look like online as well.			

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