

## 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		Teaching and Learning-Merrydale
			Who?	What?	Blended learning pathway (Teacher and Tech)
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. 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).</p> <p>Digital devices must be accessible for the children (Check parent response on MS Forms questionnaire).</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 (See parent protocol – signed document must be completed before the device leaves the premises and the IT Technician must have provided guidance on how the device works and how to access MS Teams.)</p> <p>The class teachers need to provide the children with</p>	<p>The Headteacher will need to inform the school staff and Trust daily about attendance data, any children testing positive and any decisions to isolate groups of children.</p> <p>Teachers must plan to add a section for remote lessons on their planning format so that they are considering the needs of real, live, and remote lessons for all children. Feedback at a suitable time will need to be managed.</p> <p>Teachers need to make best use of all online learning platforms with their classes in school, so the children are confident and able to use their login details proficiently i.e. MS Teams, Century Tech etc.</p> <p>Teachers also need to provide the children with logins and passwords to all learning platforms. (It is advisable to create a class document containing all these details so that it is easily accessible in the event of quarantine or lockdown.)</p> <p>The teachers need to keep a record of the login details in case a child loses or forgets</p>	Class Teacher	<p>The priority is for all teachers to plan time into their weekly schedule to teach the children how to use all the features of MS Teams. Digital devices will need to be put on a weekly rota so that the KS2 children can access them.</p> <p>Teachers should be setting homework on MS Teams for the whole class as part of their normal practice.</p> <p>A section for blended learning needs to be added to the daily lesson plans for real and virtual lessons.</p> <p><b>Record all core lessons (English, Maths, Phonics, &amp; Reading) and upload to MS Teams.</b> (This is an aspirational goal – it may only be English and Maths initially)</p> <p>If possible, deliver ‘live’ lessons via MS Teams so the children can participate at home.</p> <p>Set up a remote learning channel or the chat facility for the child or group so that the teacher can communicate separately with them and upload work and links.</p>	<p><b>Teachers will plan lessons weekly using the blended learning approach.</b></p> <p><b>Teachers will upload plans, links to resources and videos so that children can follow their year group learning journey.</b></p> <p><b>The week’s learning with relevant links will be planned and uploaded each Monday to the class TEAMS area and/or class blog.</b></p> <p><b>The online platform used will be TEAMS and/or the school blog.</b></p> <p><b>The Oak Academy, White Rose and the BBC websites all contain lessons for every year group and some weekly learning plans may signpost to these.</b></p> <p><b>Learning will need to be uploaded in Assignments so that the teacher can give feedback. This may take the form of photographs.</b></p> <p><b>Parents/carers and children can access the work at a time suitable to them.</b></p>

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	logins and passwords to all the learning platforms that they require the child(ren) to access at home. (TTRS, Century Tech, MS Teams, Accelerated Reader)	<p>them. The IT Support Desk does not want to be answering these types of questions. Teachers should be able to email the details directly to the child’s parents instead.</p> <p>Schools (Headteacher to advise) 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, Century, AR and TTRS.</p>	LSA/TA/One to One Support	MS Teams - support the class teacher to deliver the lessons and communicate via ‘chat’ with the children at home during the live lesson. One to one support staff should deliver 20-minute lessons. (Teacher to guide and support.)	
			IT Technician & Blended Learning Champions	<p>Support the class teachers with the technology before and end of the lesson.</p> <p>Teachers need to make sure the lessons are uploaded to the class MS Team for the children to access for catch-up learning whether the lesson is live or not. (Technicians to support)</p>	
			Deputy Headteacher and Blended Learning Champions	<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. (This is a priority.)</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 Teams.</p> <p>Monitor the live and 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 must keep an updated record of families who can and cannot access digital devices. This will enable the Headteacher to plan and organise lease schemes, school device loan schemes and donation schemes as well as access Government help with technology.</p>	
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**Contingency Plan – Outbreaks - For Whole Year Group of Self-Isolating Pupils in **KS2****

Tier 2 (14 Days)	School Response	Teachers Who to Inform?	Key Activities/Timetable		Teaching and Learning -Merrydale
			Who?	What?	Live Lessons and Real Lessons Assignments and Live Video Chat
<p>In the event of a year group lockdown (partial).</p> <p>1 to 3 classes in the same year group.</p>	<p>Follow the school lockdown strategy for children in quarantine.</p> <p>Live lessons and real lessons. 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).</p> <p>Digital devices must be accessible for the children (Check parent response on MS Forms questionnaire).</p>	<p>The Headteacher will inform all staff of any changes daily at an inset session/staff meeting.</p> <p>The Headteacher will need to inform the Trust about attendance data, any children testing positive and any decisions to isolate groups of children. Inform parents of the school's protocols and expectations. (Home Pack – Remote Learning)</p> <p>Teachers must add a remote learning section to their</p>	<p>Class Teachers</p>	<p>To use a blended learning lesson plan for real and virtual lessons.</p> <p><b>Record all core lessons (English, Maths, Phonics, &amp; Reading) and upload to MS Teams.</b> (This is an aspirational goal.)</p> <p>Deliver 'live' lessons via MS Teams to all the children at home. Remote learning timetable will need to be applied.</p>	<p><b>If all teachers in a year group have to quarantine (test positive) and they are well they will deliver 'live lessons' in English, Maths and phonics (year 3). Foundation subjects will be either live lessons and/or recorded content with teacher input.</b></p> <p><b>Lesson will be recorded so that pupils can access them at different times of the day if necessary (Depending on family circumstances, devices, and lifestyle.)</b></p> <p><b>Recorded lessons will then be uploaded to MS Teams using links to the Stream videos (giving the children permission to access the video)</b></p>

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	<p>Teachers in this year group would need to split 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.</p> <p>The children would be taught the same lessons using the remote learning planning format for English and Maths.</p> <p>Live lessons would be recorded and uploaded so that children could replay the lesson or watch it later in the day if they missed it.</p> <p>The children be provided with workbooks and would complete the learning tasks in their workbooks and online.</p> <p>The remote learners would upload their work to the assignments tab in MS Teams.</p>	<p>planning format so that they are considering the needs of real, live, and remote lessons for all children. At the end of the school day, online chats (timetabled slots) with the children will be necessary for support and reassurance.</p> <p><b>Additional Note:</b> Every week – Teachers in school, need to use all online learning platforms with their classes so the children are confident and able to use their login details proficiently.</p> <p>Teachers also need to provide the children with logins and passwords to all learning platforms. (It is advisable to create a class document containing all these details so that it is easily accessible in the event of quarantine or lockdown.)</p> <p>The teachers need to keep a record of the login details in case a child loses or forgets them. The IT Support Desk does not want to be answering these types of questions. Teachers should be able to email the details directly to the child's parents instead.</p> <p>The teachers will need to monitor the usage of MS Teams, AR, TTRS and Century Tech and contact the parents of those children who are not</p>		<p>Set assignments on Teams, mark them, give feedback and return. (The feedback will not be instant, and it can be verbal feedback – use the audio button to record comments)</p>	<p><b>If all teachers are unwell then provision will be made with another teacher in the school who will deliver live lessons where possible.</b></p> <p><b>Teachers will devise a daily timetable with the links attached so that the children can view the lessons easily.</b></p> <p><b>Assignments will be set in MS Teams for the children to complete and return.</b></p> <p><b>The teacher/ LSA or nominated adult will mark the assignments online and give feedback in a timely manner.</b></p> <p><b>The teacher or nominated adult will contact groups of children twice per week via video chat.</b></p> <p><b>Teachers will be accessible via email for the children and parents during normal school hours at set times to be agreed during this 14-day period only (school office by telephone)</b></p>
		<p>LSA/TA/One to One support</p>	<p>MS Teams - support the class teacher to deliver the lessons and communicate via 'chat' with the children at home during the live lesson.</p> <p>TA to support with online marking and feedback. One to one staff will teach 20-minute sessions for English and Maths lessons (Guided by the class teacher).</p> <p>Use video chat for vulnerable and disadvantaged children.</p>		
		<p>IT Technician / Blended Learning Champion</p>	<p>Support the class teacher / TA with the technology before and at the end of the lesson. (Communicate via MS Teams and check in with teachers)</p> <p>Make sure the lessons are uploaded to the class MS Team for the children to access for catch-up learning whether the lesson is live or not. (Teachers should do this but offer support if necessary)</p>		

		<p>using the platforms. (Send a daily/weekly update to SLT)</p> <p>Schools (Technicians to support) 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, Century, AR and TTRS. Headteachers will confirm which families need to receive the devices.</p> <p>A technical helpdesk for the year group will be necessary to support parents with devices as well as possible Broadband/Wi-Fi issues.</p>	<p>Deputy Headteacher and Blended Learning Champion</p>	<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.</p> <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>Headteacher</p>	<p>Maintain links with the families of the children.</p> <p>Deliver updates via assemblies for the children in that year group and their parents.</p> <p>Post updates for staff via Teams.</p> <p><b>Monitor the live and pre-recorded lessons.</b>        (The lessons will be allocated to the lesson channels so that they can be viewed by owners and members of the Team.)</p> <p>Regular meetings with the teachers of those children via MS Teams to discuss updates and levels of engagement/ issues.</p>	

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 – depends on the severity of the local/national situation)	School Response	Teachers Who to Inform?	Key Activities/Timetable		Teaching and Learning -Merrydale
			Who?	What?	Real and Live Lesson Timetable and Live Chats
<p>In the event of all classes in the school needing to go into lockdown (No children in school just vulnerable &amp; disadvantaged &amp; key worker children still in school)</p> <p>Localised or national lockdown</p>	<p>The school would create a rota for teaching. Keyworker children, vulnerable and disadvantaged children would be taught by 1 class teacher, supported HLTAs and TAs.</p> <p>Children at home would be taught remotely by the other year group teacher or another teacher (if one form entry).</p> <p>Live lessons would be taught in the morning – Maths and English.</p> <p>In the afternoon, the entire school would receive the same lesson from a</p>	<p>The Headteacher will inform all staff of any changes daily at an inset session/staff meeting.</p> <p>The Headteacher will need to inform the Trust about any children testing positive, children/families not engaging with the remote learning, difficulties with digital devices, key issues regarding vulnerable/ disadvantaged children/families, information about staff testing positive and remote learning issues. Teachers must create an online learning timetable for the week with links to the live lessons. Teachers need to plan remote lessons using the new planning format so that they are</p>	<p>Class Teachers</p>	<p>To use a blended learning lesson plan for real and virtual lessons.</p> <p><b>Record all core lessons (English, Maths, Phonics, &amp; Reading) and upload to MS Teams.</b> (This is an aspirational goal.)</p> <p>Deliver 'live' lessons via MS Teams to all the children at home.</p> <p>Set assignments on Teams, mark them, give feedback and return.</p> <p>Teachers will plan for regular opportunities for assessment. To ensure learning is happening and planning is informed.</p>	<p><b>The vulnerable and wellbeing groups will be taught by staff on a rota in school.</b></p> <p><b>They will use the planning &amp; resources from the remote learning lessons. The staff member could teach the live lesson in school and the TA could support the children. The children learning remotely could access the lesson being taught.</b></p> <p><b>If the class teachers are healthy then they will teach remotely from their homes so that remote lessons can continue. This may be able to happen using their own classrooms.</b></p> <p><b>The lessons will be uploaded to MS Teams in the subject channels or the links will be added to a timetable for easy access.</b></p> <p><b>Afternoon lessons to be taught by one teacher for all children in year group/phase whilst the teachers use this time to mark, feedback and prepare for the next day. Schools might access lessons delivered by teachers across the Trust. (Aspirational)</b></p>

	<p>member of the SLT or a teacher. (Lead Professionals and SLE's) They would 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 assignments and send feedback to the children. They would also conduct group chats after the afternoon topic lesson to communicate and support learning via video.</p> <p>The teachers would need to share engagement reports with the Headteacher. Regular updates.</p>	<p>consider the needs for all children.</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>LSA/TA/One to One Support Staff</p>	<p>MS Teams - support the class teacher to deliver the lessons and communicate via 'chat' with the children at home during the live lesson.</p> <p>TA to support with online marking and feedback. (SLT need to consider if support staff need computers at home to provide lessons and support to children.</p> <p>Use video chat for vulnerable and disadvantaged children.</p>	<p><b>Teachers will also need to contact groups of children for informal chats so that they can check in on the children's wellbeing needs. Minimum once per week.</b></p> <p><b>Make sure lessons English, maths, (phonics and reading lessons if possible) are recorded.</b></p> <p><b>These are then uploaded to MS Teams using links to the Stream videos (giving the children permission to access the video) in the Catch-up Lessons Folder. Another option is to add the stream link to a timetable so that it is easier for families to access the videos in the correct order. Parents and children can access the pre-recorded lessons at home later in the day or the next day (they will have to work one day behind the timetable possibly.)</b></p> <p><b>(Note: During this time, the Trust will also create exemplar lessons for the schools for Grammar and Maths.)</b></p> <p><b>Teachers will devise a daily timetable with the links attached so that the children can view the lessons easily.</b></p> <p><b>Assignments will be set in MS Teams for the children to complete and return.</b></p> <p><b>The teacher/ LSA will mark the assignments online and give feedback during the afternoon.</b></p> <p><b>School must support the Disadvantaged children and supply a device for lockdown where possible.</b></p> <p><b>Teachers will be accessible via email for the parents and children during normal school hours at agreed times during the lockdown period.</b></p> <p><b>Phone numbers will also be available.</b></p>
		<p>TAs/HLTAs</p> <p>If the TAs and HLTAs are not in school, then they should be directed by the class teacher to support children remotely. They could contact vulnerable children and show them how to use MS Teams and some of the key apps etc.</p> <p>Technicians will need to support staff and parents with the learning platform and try to allocate devices to disadvantaged children (Directed by the Headteacher).</p>	<p>IT Technician / Blended Learning Champion</p>	<p>Support the class teacher / TA with the technology before and end of the lesson.</p> <p>Make sure the lessons are uploaded to the class MS Team for the children to access for catch-up learning whether the lesson is live or not.</p>	
		<p>ELSA and SEND</p> <p>Maintain contact with key children and families via MS Teams. Use the SEND channel to communicate and update information. Contact the children and the families using the video chat. Inform the class</p>	<p>Deputy Headteacher</p>	<p>Ensure the LSA/TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and 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>teacher through MS Teams – keep them notified of communications and changes.</p> <p>Deputy Headteacher To monitor the live lessons, assignments, and the conversations in the MS Team Classrooms. Check that the safeguarding policy is being adhered too by pupils, teachers, and parents.</p> <p>Headteachers Communicate on the MS Teams via Stream. Weekly assemblies, parent updates, staff updates and staff meetings. Video chats with vulnerable families etc.</p>	<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 Teams.</p> <p>Monitor the live and pre-recorded lessons.</p> <p>Regular remote meetings with the teachers and LSAs.</p>	
			<p>ELSA/SEND</p>	<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>	

**Contingency Plan – Outbreaks - For Whole School of Self-Isolating Pupils in **KS2****  
 (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	Teachers would still be expected to deliver lessons to their class through the learning platform.	See above	See above	See above	See above	See above	See above

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into lockdown.  Full lockdown/ localised or national	The structures would be like those listed in Scenario 3.						
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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

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- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

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

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