

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		Actions
			Who?	What?	Sourced Online Learning delivered
<p>In the event of individual child or small group (10 children or less) needing to quarantine.</p>	<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</p>	<p>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).</p> <p>Teachers must plan blended learning lessons and add a section on to their planning format so that they are considering the needs of real, live, and remote lessons for all children.</p> <p>After school online chats with the families will be necessary for support and reassurance.</p> <p>Teachers also need to provide the children with logins and passwords to all</p>	Class Teacher	<p>To use a blended learning lesson plan for real and virtual lessons.</p> <p>Record all core lessons (Maths, Phonics, Storytime & Reading) and upload to MS Teams or Tapestry. (Currently checking options for live streaming on Tapestry.</p> <p>If possible, deliver ‘live’ lessons via MS Teams/Tapestry so the children can join in at home.</p> <p>Use Tapestry so that the teacher can communicate separately with them and upload work and links. Year 2 children to have their own account (Tapestry are about to release this option – it is not available yet).</p>	<p>Communicate through Tapestry but use The Oak Academy, DSAT videos, White Rose, and the BBC websites, numbots, reading planet, oxford owl, - all contain lessons for every year group. Teachers to use the Trust recorded phonics lessons. (See links below)</p> <p>Focus on English, maths, phonics and reading)</p> <p>The class teacher would need to plan and provide the children with a timetable that is linked to their year groups curriculum.</p> <p>A pathway of learning would need to be planned using these websites so that the children can access the correct subjects and knowledge/ skills.</p> <p>The teacher would need to plan learning tasks linked to these clips and upload these to MS Teams or Tapestry.</p> <p>The children would respond to the learning task via Tapestry and teachers would respond with a written or a verbal comment.</p>
			LSA/TA	<p>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.</p>	

	<p>completed before the device leaves the premises and the IT Technician must have provided guidance on how the device works and how to access MS Teams.)</p> <p>The class teachers need to provide the children will logins and passwords to all the learning platforms that they require the child(ren) to access at home.</p> <p>The teacher also needs to keep a copy of the login details so that they can communicate the login details to the parents if they are misplaced or forgotten.</p>	<p>learning platforms. (It is advisable to create a class document containing all of these details so that it is easily accessible in the event of quarantine or lockdown.)</p> <p>The school (Headteacher to advise the technicians) must provide a device to vulnerable families if they do not have one at home. It must have the safeguarding software installed as well as the Office 365 apps, shortcut to MS Teams, Tapestry and Numbots.</p>	IT Technician	<p>Support the class teacher with the technology before and at the end of the lesson.</p> <p>Make sure the lessons are uploaded to the Tapestry/class MS Team for the children to access for catch-up learning whether the lesson is live or not.</p>	
			Deputy Headteacher/ BLC	<p>Ensure the Teachers/ LSA /TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on MS Teams and Tapestry.</p> <p>Check that the Technicians can provide the correct support, notify the Trust if you require additional technical help.</p>	
			Headteacher	<p>Maintain links with the families of the children. Deliver updates via assemblies for the children and parents and post updates for staff via Tapestry or Teams. Monitor the live and pre-recorded lessons on Tapestry. Regular meetings with the teachers of those children.</p>	

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		Actions
			Who?	What?	Use Pre-recorded Lessons, and Live Video Chat
<p>In the event of a year group lockdown (partial). 1 to 3 classes in the same year group.</p>	<p>Follow the school lockdown strategy for children quarantine.</p> <p>Live lessons and real lessons. Look at the options before deciding on the best form of 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). Teachers in this year group would need to split the workload.</p> <p>If the teachers do not test positive for the virus, they can still teach the children through remote learning.</p> <p>The children would be taught the same lessons</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 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>Teachers must plan remote learning lessons and add a section on to their planning format so that they are considering the needs of real, live, and remote lessons for all children.</p> <p>Teachers also need to provide the children with logins and passwords to all learning platforms. (It is advisable to create a class</p>	Class Teachers	<p>To use a remote learning lesson plan for real and virtual lessons.</p> <p>Record all core lessons (Maths, Phonics, & Reading) and upload to Tapestry / MS Teams.</p> <p>Deliver ‘live’ lessons via MS Teams to all the children at home. Tapestry will allow you to pre-record not deliver ‘live’ lessons.</p> <p>Set learning tasks on Tapestry, mark them, give feedback (typed or verbal).</p>	<p>Teacher to plan normal class lessons using the remote lesson plan.</p> <p>Make sure maths, phonics and reading lessons are recorded.</p> <p>These are then uploaded to Tapestry 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 (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 learning tasks would be set on the video or via Tapestry and the children’s work would be uploaded to Tapestry or MS Teams depending on the school and the staff knowledge.</p> <p>The teacher/ LSA would respond with a written comment or a verbal comment on Teams via the audio button or via Tapestry using a video response.</p>
			LSA/TA	<p>Tapestry / MS Teams - support the class teacher to deliver the live lessons or pre-recorded and communicate via ‘chat’ with the children at home during the live lesson.</p> <p>TA to support with verbal feedback.</p> <p>Use video chat for vulnerable and disadvantaged children.</p>	

	<p>using the blended learning planning format.</p> <p>Live lessons would be recorded and uploaded so that children could replay the lesson or watch it later in the day if they missed it.</p> <p>The remote learners would upload their work to Tapestry / MS Teams.</p>	<p>document containing all of these details so that it is easily accessible in the event of quarantine or lockdown.)</p> <p>The school (Headteacher to advise the technicians) must provide a device to vulnerable families if they do not have one at home. It must have the safeguarding software installed as well as the Office 365 apps, shortcut to MS Teams, Tapestry and Numbots.</p> <p>Technician helpdesk for the year group will be necessary to support parents with devices, as well as possible Broadband/Wi-Fi issues.</p>	<p>IT Technician / Blended Learning Champion</p>	<p>Support the class teacher / TA with the technology before and at the end of the lesson.</p> <p>Make sure the lessons are uploaded to Tapestry or the class MS Team for the children to access for catch-up learning whether the lesson is live or not.</p>	
			<p>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 Tapestry and MS Teams.</p> <p>Check that the Technicians can provide the correct support, notify the Trust if you require additional technical help.</p>	
			<p>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 / Teams.</p> <p>Monitor the live and pre-recorded lessons in Tapestry and in MS Teams.</p> <p>Regular meetings with the teachers of those children.</p>	

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		Actions
			Who?	What?	
					Real and Remote Lessons – Live and pre-recorded
<p>In the event of all classes in the school needing to go into lockdown (No children in school just vulnerable & disadvantaged & 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 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</p>	<p>The Headteacher will inform all staff of any changes daily at an inset session/staff meeting.</p> <p>The Headteacher will need to inform the Trust about any children testing positive, children/families not engaging with the remote learning, difficulties with digital devices, key issues regarding vulnerable/disadvantaged children/families, information about staff testing positive and remote learning issues.</p> <p>Teachers must create an online learning timetable for the week with links to the live lessons. Teachers need to plan remote lessons using their planning format so that they are considering the needs for all children.</p>	Class Teachers	<p>To use a remote learning lesson plan for real and virtual lessons.</p> <p>Record all core lessons (Maths, Phonics, & Reading) and upload to MS Teams.</p> <p>Deliver 'live' lessons via Tapestry (?) / MS Teams to all the children at home.</p> <p>Set learning tasks on Tapestry, mark them, give feedback and return.</p>	<p>Teacher to plan normal class lessons using the Remote lesson plan.</p> <p>Make sure maths, phonics and reading lessons are recorded.</p> <p>These are then 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.</p> <p>Afternoon lessons to be taught by members of the SLT i.e. cooking, Art, history etc. Live lesson for all children – remote and in school.</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 during the live lesson.</p> <p>TA to support with online marking and verbal feedback.</p>	

	<p>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 communicate and support learning via video.</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>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.</p> <p>Technicians will need to support staff and parents with the learning platform and try to allocate devices to disadvantaged children (Directed by the Headteacher).</p> <p>ELSA and SEND</p>		<p>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.</p> <p>Make sure the lessons are uploaded to Tapestry or the class MS Team for the children to access for catch-up learning whether the lesson is live or not.</p>	
			<p>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 Tapestry / MS Teams. Check that the Technicians can provide the correct support, notify the Trust if you require additional technical help.</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 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. Contact the children and the families using the video chat. Update outside agencies.</p>	

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