

**Newchurch Community Primary School Contingency Plan**

This contingency plan is written with the intention to provide guidance as to the provision of teaching and learning should the whole school, an individual class, group or small number of pupils be required to self-isolate as a result of COVID-19.

The DfE have outlined the expectations for our remote education offer which include:

* *Setting assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
* *Teaching 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*
* *Providing 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 of 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.*

Further guidance is available at <https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education>

**The Four Tiers of Remote Learning**

We have established that there are four tiers of remote learning which are dependent on the circumstances we find ourselves in. If we are not able to deliver face to face sessions to all pupils, then the table below details the provision for remote learning the school will provide. All learning will be uploaded onto Google Classrooms for the children to access.

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| **Tier 1**  *Your child is off school for a few days and is well enough to complete some work* | Children will be expected to:   * Complete uploaded Maths and English activities accessible on Google Classroom * Complete any topic work * KS2 children will be expected to access Reading Plus every day * KS1 read their home readers or share a book with an adult * All children with a TTRockstars account should access it every day |
| **Tier 2**  *Your child is required to isolate for a longer duration as detailed in the government guidance and is well enough to complete some work* | Children will be expected to:   * Complete uploaded Maths and English activities accessible on Google Classroom * Complete any topic work * KS1 read their home readers or share a book with an adult – access <https://home.oxfordowl.co.uk/reading/> for online ebooks * KS2 children will be expected to access Reading Plus every day * All children with a TTRockstars account should access it every day |
| **Tier 3**  *Your child’s class is required to isolate for a longer duration as detailed in the government guidance and is well enough to complete some work* | Children will be expected to:   * Keep to the weekly timetable provided by the school which will give clear guidance on when to complete tasks * Engage in the daily register and live streaming of spelling lessons * Access the Loom lessons or recorded videos provided by the class teacher to support them in their learning * Complete uploaded Maths, English and Topic lessons via Google Classroom * Upload their learning for marking and feedback * Attend weekly welfare meetings using Google Meet * KS1 read their home readers or share a book with an adult – access <https://home.oxfordowl.co.uk/reading/> for online ebooks * KS2 children will be expected to access Reading Plus every day * All children with a TTRockstars account should access it every day * Engage in whole class novel read by the class teacher (live streaming) |
| **Tier 4**  *The whole school is required to work remotely* | Children will be expected to:   * Access learning as detailed in Tier 3 * Access the celebration assembly and whole school assembly via a Loom link * Engage in additional enrichment activities which will keep the Newchurch Family united |

The following Loom link shares a video which explains how Google Classroom can be used and how to submit learning: <https://www.loom.com/share/720066fbce1b4b5aaed131a1917aabd9>

**Whole School Lockdown**

Teachers will upload learning to the Google Classroom for each class which will include videos to explain learning, PowerPoints to support new learning and tasks for the children to complete. In the event of a whole school lockdown the following provision will be set in place for the different classes:

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| --- | --- |
| **Reception, Year 1 and Year 2**  *We recognise that younger children need more one to one support and, within the normal school day, the children would have some challenge time without adult intervention. We have aimed to build this into the model for KS1.* | * Daily Phonics session (live stream following registration) * Daily Maths session * Daily English session * Daily reading activity * Topic session * Handwriting session * Some child initiated activity challenges linked to the children’s learning |
| **Year 3 – Year 6**  *A suggested timetable of how to organise the day will be provided* | * Daily spelling session (live stream following registration) * Daily Maths session * Daily English session * Daily topic session * Independent reading using Reading Plus (30 minutes) * Independent times tables practice using TTRockstars (20 minutes) |

**Expectations of Teachers**

The teachers and teaching assistant are committed to the continuation of the children’s education.

If the whole class has no option but to work remotely, the teachers will:

* Consider the work provided for the children to facilitate those who may not have an available adult to support them
* Maintain a register of pupils who have engaged with the remote learning and contact parents in the event no learning is submitted to provide support
* Be online through Google Classroom to support children throughout the school day, either by using Google Meet, video or written (typed) feedback.
* Provide feedback on work within the agreed time scale and use this to plan the next lesson in response to how the children have done to maintain the sequence of lessons. Marking and feedback will be in line with the school Assessment and feedback Policy addendum
* Begin the day with a virtual register to provide details of what the learning for the day is and the expectations.
* End the day with the reading of a class novel or story book
* Provide videos and recorded lessons where appropriate
* Ensure that any safeguarding or wellbeing concerns, as a result of absenteeism for remote learning or from observations of the children, are passed to the Designated Safeguarding Lead
* Monitor and support the learning of children with Special Educational Needs

**Expectations of the Teaching Assistants**

* To support the teacher in the delivery of the education of the children remotely
* Take specific responsibility for the delivery of guided reading with small groups of children through live streaming
* Make welfare calls throughout the week
* Supporting the assessment and feedback of children’s work
* Responding to any support needs of the children

**Expectations of parents**

Working remotely is not without its challenges, particularly if you are required as a parent to work from home or have younger children to care for too. However, we have considered this when putting together our plan and hope that, with the support of the school, parents will:

* Ensure their child has an appropriate device from which they can access their learning remotely. Our remote learning survey has helped us to support families with limited access to devices
* Provide support for their child in accessing the learning uploaded onto Google Classroom
* Ensure that the day’s programme of learning is completed and inform the teacher of any difficulties in completing the tasks set
* Engage in the weekly welfare Google Meet with the class teacher
* Contact the school as soon as possible to inform us if there are any difficulties in accessing the learning programme
* Submit work via the Google Classroom in a timely manner to allow teachers to plan for the next day’s learning
* Respect the work-life balance of the class teacher by communicating only within the school hours

**Expectations of the SENCO**

* Ensure the provision of support for children with Educational Health Care Plans (EHCPs)
* Conduct welfare calls to all EHCP children
* Ensure that, where possible, objectives from the EHCP are being delivered

**Expectations of the Designated Safeguarding Lead**

* Be on call at any point in the day to support staff with safeguarding concerns
* Conduct wellbeing calls to any families who require support
* Check the attendance of pupils each day (start and end of the say) on the video conferencing

**Expectations of the School Office**

* Provide technical support for Google Classroom
* Be the point of contact regarding absence from remote learning