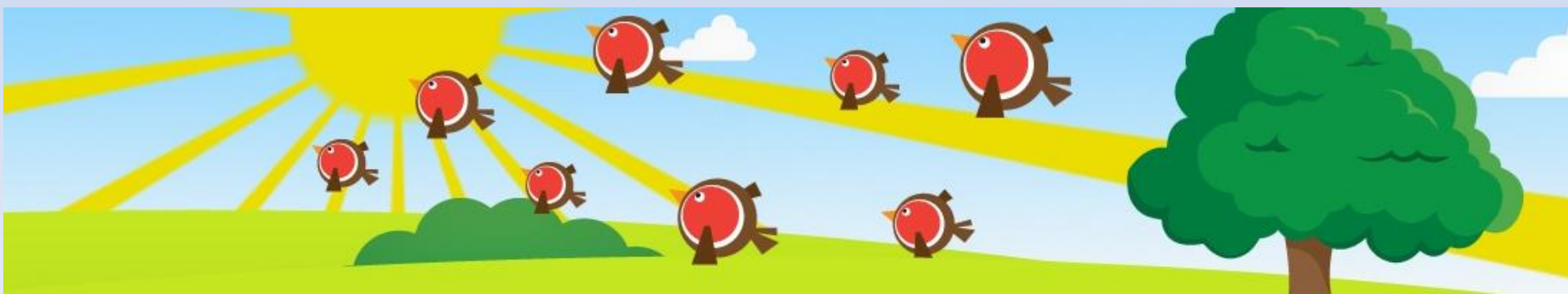
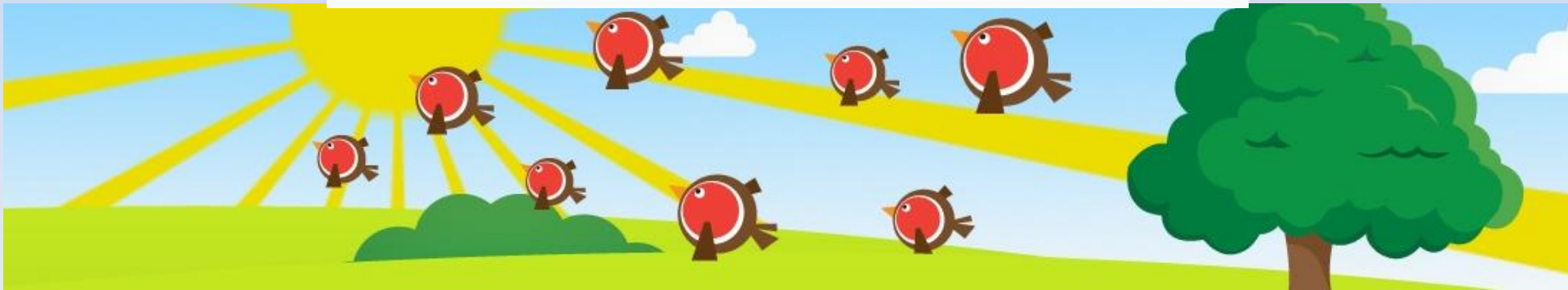


Contingency Plan



Allocation of Devices



Procedures of Lockdown

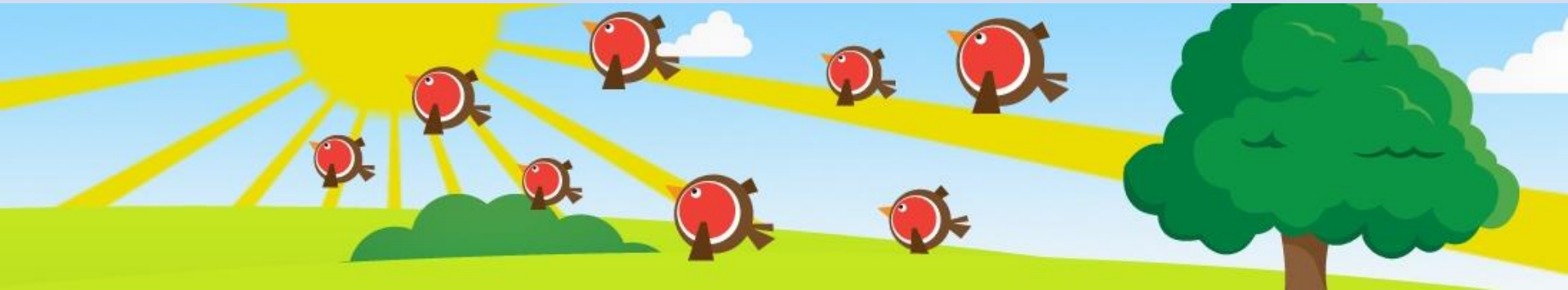
Parents will be informed via letter and alerted by text to collect their children or notified that they are not to come into school.

Children will be collected and take their pack of resources with them. Alternatively, resource packs will be delivered to the family home.

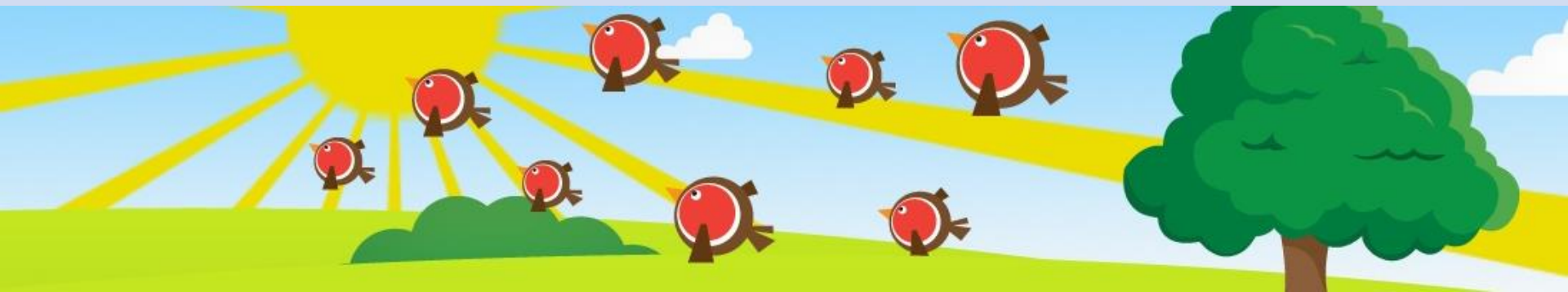
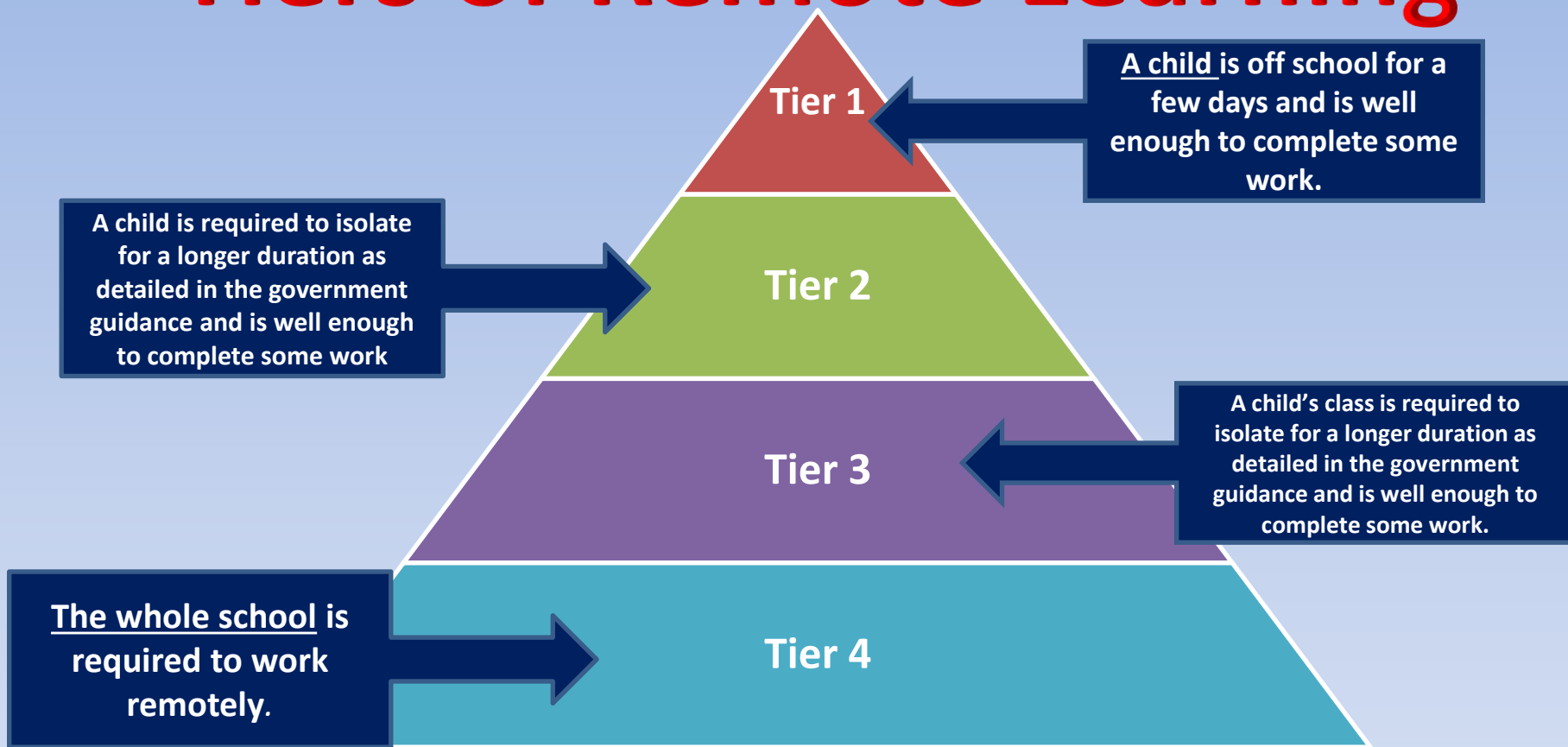
Emergency 'Day 1 of lockdown resources' will be provided for the children via Google Classroom

Day 2 – online learning will commence for the duration of the lockdown.

This needs to be prepared in advance and can be some of the materials from the school closure. Get this ready and place in the shared drive under EMERGENCY LOCKDOWN.



Tiers of Remote Learning

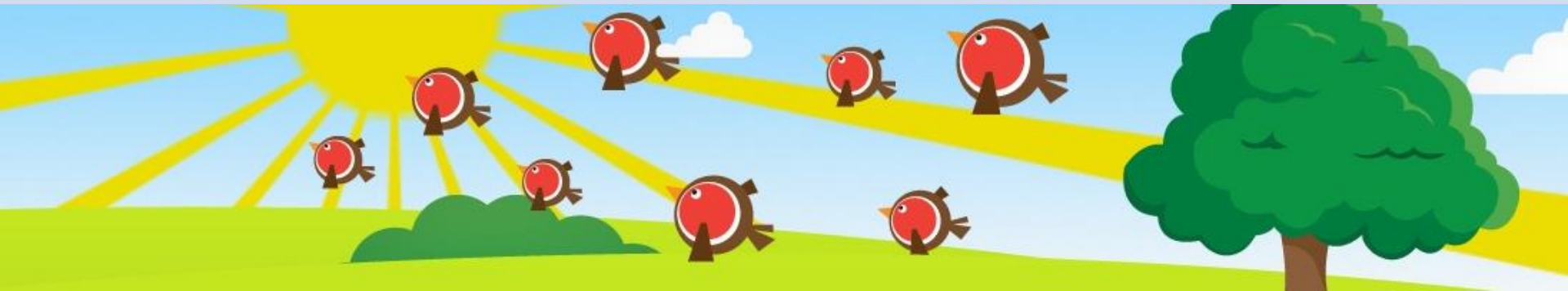


Tier One

A 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

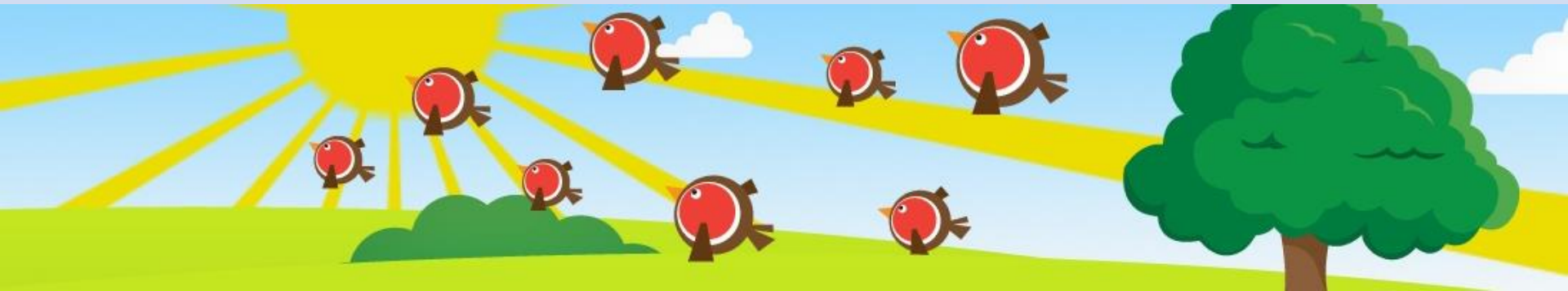


Tier Two

A 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

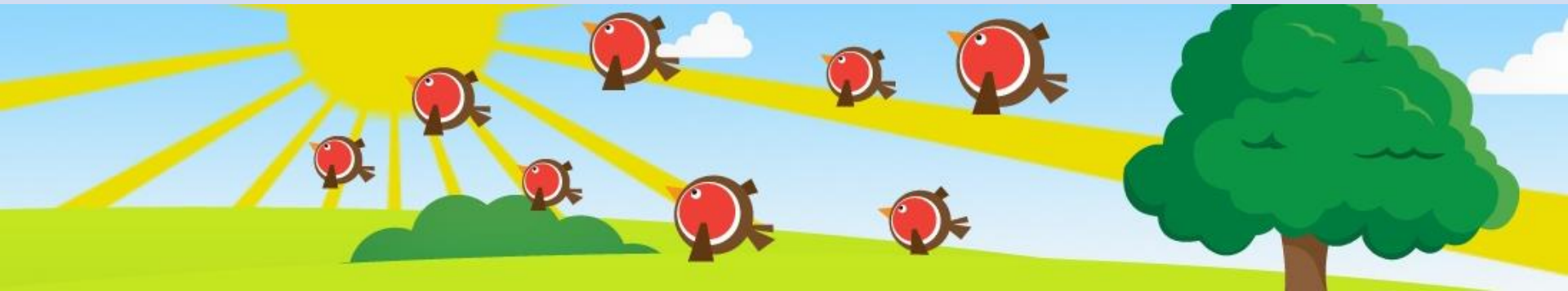


Tier Three

A 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:

- 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)

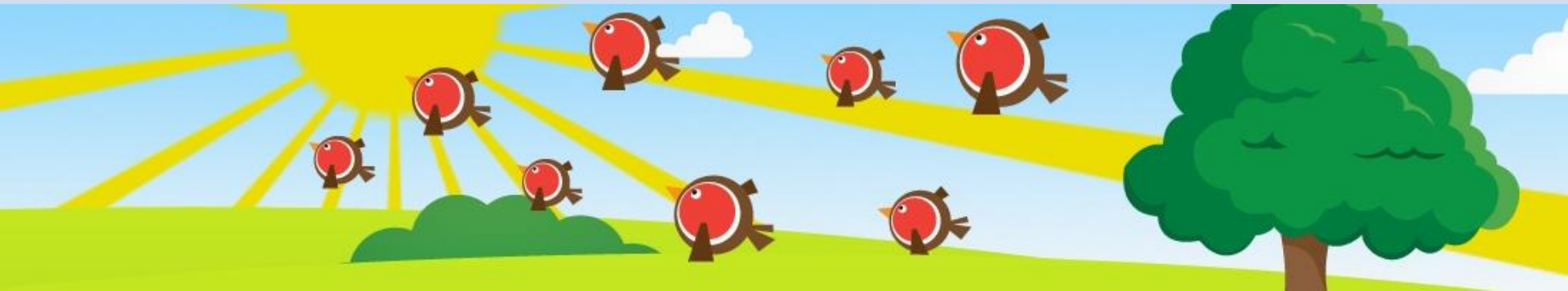


Tier Four

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



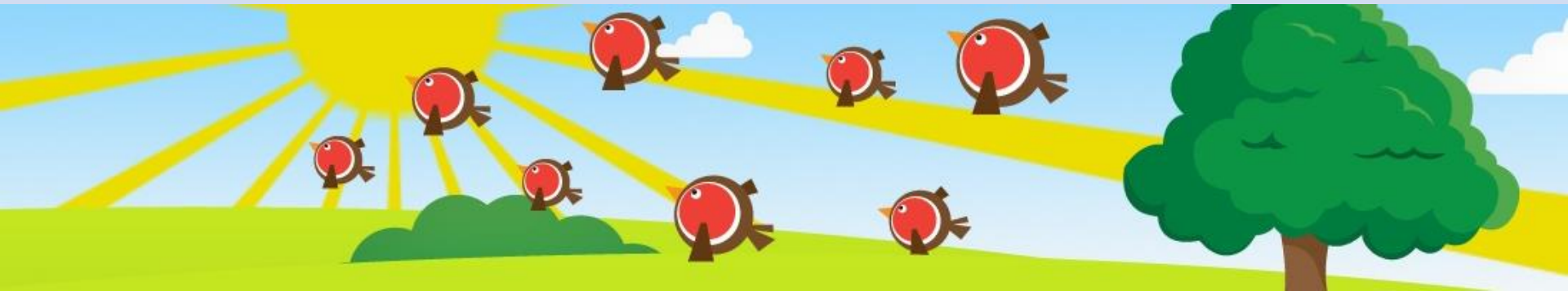
Whole School Lockdown

Reception and Key Stage One

- Daily Phonics session (live stream following registration)
- Daily Maths session
- Daily English session
- Daily reading activity
- Topic session
- Guided reading session (live)
- Handwriting session
- Some child initiated activity challenges linked to the children's learning
- Daily story to end the day (live)

Keys Stage Two

- Daily spelling session (live stream following registration)
- Daily Maths session
- Daily English session
- Daily topic session
- Independent reading using Reading Plus (30 minutes)
- Guided Reading sessions (live)
- Independent times tables practice using TTRockstars (20 minutes)
- Daily story to end the day (live)



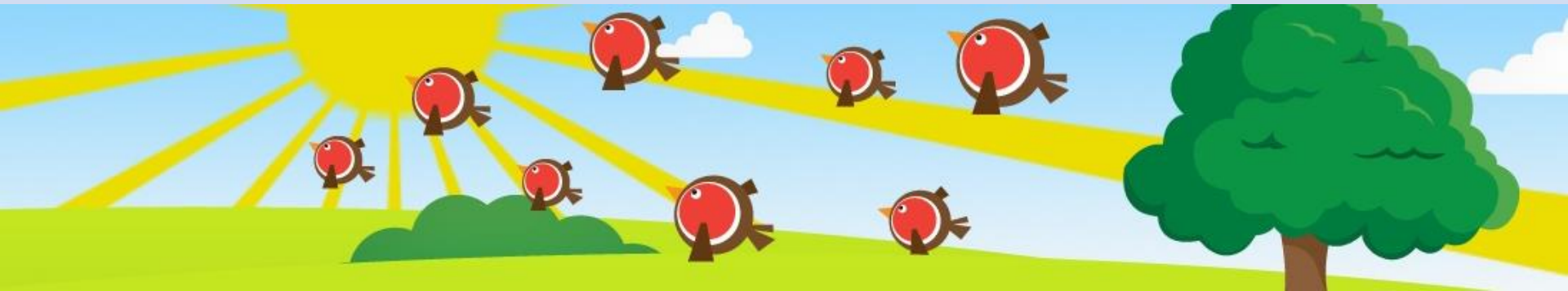
Timetables

Year XXXXX – Home Learning Schedule

Please see below, the activities for this week's learning at home. Please evidence this work in the book that has been sent home with you, or on your Google Classroom. Remember photographs can be used as evidence.

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 (9:15am – 9:45am)	Phonics/Spelling (using Loom)	Phonics/Spelling (using Loom)	Phonics/Spelling (using Loom)	Phonics/Spelling (using Loom)	Phonics/Spelling (using Loom)
Session 2 (10am – 11am)	English Lesson 1:	English Lesson 2:	English Lesson 3:	English Lesson 4:	English Lesson 5:
Upload learning for marking 11am – 11:15am					
Session 3 (11:15am – 12:15pm)	Maths Lesson 1:	Maths Lesson 2:	Maths Lesson 3:	Maths Lesson 4:	Maths Lesson 5:
Upload learning for marking 12:15pm – 12:30pm					
Session 4 (1:15pm – 2:15pm)	Topic Lesson 1:	Topic Lesson 2:	PSHE Lesson	Science Lesson 1:	Science Lesson 2:
Upload learning for marking 2:15pm – 2:30pm					
Session 5 (2:30pm – 3:30pm)	PE Lesson 1:	SPAG/TT <u>Rockstars</u>	SPAG/TT <u>Rockstars</u>	SPAG/TT <u>Rockstars</u>	PE lesson 2:

Your teachers will mark your work for the next day and then prepare your learning based on what they have seen. It is important that all your work is uploaded.



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

The teaching assistants will...

- ❖ 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

The office staff will...

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

The Special Needs Coordinator will...

- ❖ 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

The Designated Safeguarding Leads will...

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

The Senior Leadership Team will...

- ❖ Monitor the provision of teaching and learning across the school for its effectiveness and consistency
- ❖ Review provision to ensure all children are able to access their learning
- ❖ Ensure the wellbeing of the pupils, staff and parents of the Newchurch Family

Our Newchurch Robins will...

- ❖ Make us proud by being resilient and dedicated to their learning
- ❖ Take each day one day at a time
- ❖ Be ready for learning each day and do the best they can!

Parental expectations

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