



NATIONAL CONTEXT

The DfE says when teaching pupils remotely schools are expected 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 school or through high-quality curriculum resources 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, revisiting material or simplifying explanation 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.

Schools should base their contingency plans on 4 tiers. (Not to be confused with the national system)

Tier 1 – All schools are fully open.

Tier 2 – Primary, special and Additional Provision (AP) schools remain fully open. Secondary schools and FE colleges operate a rota system.

Tier 3 – Primary, special and AP schools remain fully open. Secondary schools and FE colleges open to vulnerable children, children of critical workers and selected year groups.

Tier 4 – Special and AP schools remain open. All secondary and primary schools limit attendance to vulnerable children and children of critical workers.

LOCAL CONTEXT

At Lowercroft remote learning will start immediately when:

- 1. An individual or small groups of pupils are absent from school because they are awaiting a test result for themselves or a member of their household or they have been identified as a close contact with someone who has tested positive.**
- 2. A whole class is self-isolating because there has been a confirmed case of COVID-19 in their class.**
- 3. The whole school is told to lockdown. Only vulnerable children and children of critical workers are in school.**



Contingency Plan – Outbreaks – For individuals or groups of self-isolating pupils					
Absence Level	School Response	Staff Who to inform?	Key Activities		Lessons <i>Children may be absent from school for anytime between 24 hours and 3 weeks.</i>
			Who?	What?	
An individual or small groups of pupils are absent from school because they are awaiting a test result for themselves or a member of their household or they have been identified as a close contact with someone who has tested positive.	<p>School will provide work in either a digital or paper format for pupils who are well enough to complete it.</p> <p>The work set will be broadly in line with what the children in class are learning.</p> <p>Learning Packs can be collected from the school office or sent out to parents.</p> <p>Using audit of access to digital devices, establish if a digital device needs to be loaned to a pupil.</p>	<p>Good communication between parents, school and staff is essential.</p> <p>Parents will be reminded to contact the school office about any absence related to COVID-19.</p> <p>Any messages received on the class Dojo related to COVID-19 must be communicated to the school office, or Headteacher if out of hours.</p> <p>Teachers and teaching assistants will be notified by the office staff or headteacher if a child in their class is awaiting a test result.</p>	Class teacher	<p>Teachers will provide a timetable of activities that is broadly in line with what the rest of the class are learning in school.</p> <p>Worksheets and website links will be shared with parents.</p> <p>Parents will be advised on how to balance work and play at each stage of learning. (EYFS mostly play based learning building up to 10-15 minutes of work for each session in KS1 and 30 minutes + in Year 6.)</p> <p>Support and feedback will be provided at a specified point in the day when the teacher has capacity to do so.</p>	<p>Lessons will focus on the priorities of phonics (in EYFS and KS1), Reading, Writing and Maths.</p> <p>Where appropriate, learning will be directed to pre-recorded lessons, especially for phonics (Playing with Sounds) and maths (White Rose). The Oak Academy Trust and BBC websites may also be used.</p> <p>In cases where a child will be absent for more than a few days, learning activities may be provided on a weekly rather than daily basis and project style activities will be encouraged one</p>



		Headteacher to ensure that teachers and teaching assistants are fully aware of their role.		Consideration will be given to balancing whole class responsibilities with individuals/small groups at home.	<p>priority work is completed.</p> <p>Lessons will be shared via class Dojo, email or class pages on school website. (The class teacher will determine the best way for based on either the number of children absent and/or each individual case.)</p> <p>Parents will photograph or film learning outcomes to share on the class Dojo for feedback.</p>
		DHT to ensure that all teachers and teaching assistants have the necessary knowledge and skills to support remote learning.	TA / One to one support assistant	<p>Support class teacher in preparing paper copies of remote learning, reading books and other resources as specified by the class teacher.</p> <p>Support class teacher by providing support to SEND children, either via class Dojo, by phone or using MS Teams. (Parent must be with child if live contact is made.)</p>	
			Headteacher	<p>Maintain contact with families of children who are out of school for longer than a week.</p> <p>Invite families to assemblies via MS Teams.</p> <p>Monitor quality of remote learning offer.</p>	



Contingency Plan – Outbreaks – For Whole Class Self-Isolating Pupils					
Absence Level	School Response	Staff Who to inform?	Key Activities / Timetable		Lessons
			Who?	What?	
A whole class is self-isolating because there has been a confirmed case of COVID-19 in their class.	<p>School will provide work in either a digital or paper format for pupils who are well enough to complete it.</p> <p>The work set will be a standalone 2 weeks block of learning appropriate for the year group for all subjects except writing (Power of Reading) where possible and phonics which will continue on from learning in class.</p> <p>Learning packs will be available online or can be collected from the school office.</p> <p>Using audit of access to digital devices, establish if a digital device needs to be loaned to a pupil.</p>	<p>The Headteacher will notify all staff if there is a confirmed case of COVID-19 starting with the teacher, teaching assistant and parents in the class where the case is confirmed.</p> <p>The Headteacher will ensure all staff know and understand their role.</p> <p>The Deputy Headteacher will offer support to self-isolating staff to provide support and ensure that all have the access to MS Teams and can use it effectively to support delivery / recording or live lessons.</p>	Class teacher	<p>A full 2-week timetable will be provided to all self-isolating children.</p> <p>In Year 5 and Year 6 teachers will teach children how to login to their MS Teams accounts and will be able to access learning safely, confidently and independently.</p> <p>Parents will be advised on how to balance work and play at each stage of learning. (EYFS mostly play based learning building up to 10-15 minutes of work for each session in KS1 and 30 minutes + in Year 6.)</p> <p>Support and feedback will be provided for children. The class teacher will determine</p>	<p>Lessons will focus on the priorities of phonics (in EYFS and KS1), Reading, Writing and Maths.</p> <p>Where appropriate, learning will be directed to pre-recorded lessons, especially for phonics (Playing with Sounds(and maths (White Rose). The Oak Academy Trust and BBC websites may also be used.</p> <p>In EYFS pre-recorded lessons/stories will be shared.</p> <p>In KS1, Year 3 and Year 4 consideration will be given to pre-recorded or live Power of Reading lessons will be provided.</p>



	<p>Vulnerable families prioritised for devices. Laptops must have adequate safeguarding software installed as well as Office 365 and MS Teams shortcut.</p> <p>Provide children /parents with MS Teams login details. In Year 1 – Year 4, parents will have MS Teams uploaded to their devices. In Year 5 and Year 6 children will know how to access MS Teams safely, confidently and independently.</p> <p>Teacher to keep a copy of login details and provide to families who may misplace their login details.</p> <p>Guidance on how to use MS Teams will be provided.</p>			when this will be provided each day.	<p>In Year 5 and Year 6 consideration will be given to live lessons in a wider range of subjects prioritising English and Maths.</p> <p>For all other subjects, activities will be project based.</p> <p>Lessons will be shared via class pages on school website.</p> <p>Parents will photograph or film learning outcomes to share on the class Dojo for feedback.</p>
			Teaching assistant / one to one support	<p>Support class teacher by providing support to SEND children and the most vulnerable children, either via class Dojo, by phone or using MS Teams. (Parent must be with child if live contact is made.)</p> <p>Prepare resources for SEND children and provide feedback on work produced.</p> <p>EYFS TAs to provide pre-recorded stories / activities for children to access.</p>	
			Head teacher	<p>Maintain contact with families of the children and staff in self-isolating class.</p> <p>Invite families to assemblies via MS Teams.</p> <p>Monitor quality of remote learning offer.</p>	



Contingency Plan – Outbreaks – Whole School Lockdown					
Absence Level	School Response	Staff Who to inform?	Key Activities / Timetable		Lessons
			Who?	What?	
<p>The whole school is told to lockdown. Only vulnerable children and children of critical workers are in school.</p> <p>This would be the same scenario as the lockdown in March 2020.</p>	<p>Depending on numbers, the school will create a rota for teaching vulnerable children and children of critical workers.</p> <p>Teachers who are not on the rota will provide learning for all other pupils.</p> <p>If staffing allows, clubs will be set up to engage children beyond the curriculum. Attendance will be optional.</p> <p>Learning packs for each year group will be available online or can be collected from the school office.</p> <p>Using audit of access to digital devices, establish if a digital</p>	<p>The Headteacher will communicate with all staff and keep them regularly updated on the current situation.</p> <p>The SBM will maintain the directory of vulnerable children and children of critical workers updated.</p> <p>The SENCo will ensure children with SEND who are at home have adequate face to face support and resources to access and work through.</p> <p>The DHT will support with the MS Teams technology.</p>	Class teacher	<p>Prepare 1-2 weeks of learning at a time for families accessing remote learning.</p> <p>In Year 5 and Year 6 teachers will teach children how to login to their MS Teams accounts and will be able to access learning safely, confidently and independently.</p> <p>Depending on age, 2-4 hours of work/activity will be provided for each child.</p> <p>Support and feedback will be provided for children. The class teacher will determine when this will be provided each day.</p> <p>Make wellbeing phones calls to every</p>	<p>Phonics (in EYFS and KS1), English and Maths lessons will be planned for every day.</p> <p>Where appropriate, learning will be directed to pre-recorded lessons, especially for phonics (Playing with Sounds) and maths (White Rose). The Oak Academy Trust and BBC websites may also be used.</p> <p>In EYFS pre-recorded lessons/stories will be shared.</p> <p>In KS1, Year 3 and Year 4, consideration will be given to pre-recorded and live lessons or instructions. This may be in the form of</p>



	<p>device needs to be loaned to a pupil. Vulnerable families prioritised for devices. Laptops must have adequate safeguarding software installed as well as Office 365 and MS Teams shortcut.</p> <p>Provide children /parents with MS Teams login details. In Year 1 – Year 4, parents will have MS Teams uploaded to their devices. In Year 5 and Year 6 children will know how to access MS Teams safely, confidently and independently.</p> <p>Teacher to keep a copy of login details and provide to families who may misplace their login details. Guidance on how to use MS Teams will be provided.</p>			<p>pupil / parent at home each week to check how remote learning is going and what more can be done to support.</p>	<p>small groups for PHSE for example.</p> <p>In Year 5 and Year 6 consideration will be given to live lessons in a wider range of subjects prioritising English and Maths.</p> <p>All lessons will be linked to the school's curriculum and will progressively build children's knowledge and skills over time.</p> <p>Lessons will be uploaded to the school's YouTube account and shared on the class Dojo.</p> <p>Parents will photograph or film learning outcomes to share on the class Dojo for feedback from class teacher.</p>
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	Organise for FSM children to receive food / vouchers if not in school.		TA/SSA	<p>Support class teacher by providing support to SEND children and the most vulnerable children, either via class Dojo, by phone or using MS Teams. (Parent must be with child if live contact is made.)</p> <p>Prepare resources for SEND children and provide feedback on work produced.</p> <p>EYFS TAs to provide pre-recorded stories / activities for children to access.</p> <p>Organise for reading books to be exchanged on a weekly basis.</p>	
			Headteacher	<p>Maintain contact with families of the children who are at home learning remotely through regular updates.</p>	



				<p>Invite families to assemblies via MS Teams.</p> <p>Monitor quality of remote learning offer.</p> <p>Lead regular update meetings with SLT and staff.</p> <p>Keep up to date with DfE updates on current practice and developments.</p> <p>Keep in regular contact with governor representative.</p>	
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