

Remote Education – Contingency Planning

Autumn Term 2020



Boorley Park Primary

Date written:	8 th October 2020
Person Responsible:	Tamsin Sillars
First Review:	
Second Review:	

Scenario	Plans in place	Actions that need to be taken
<p>Stage 1</p> <p>Children who are unable to attend school because they have symptoms of Coronavirus and are awaiting a test OR children who are at home self-isolating because a family member has symptoms and the family member is awaiting a test result.</p> <p>(These children could potentially only be away from school for a couple of days).</p>	<p>Curriculum Provision</p> <ul style="list-style-type: none"> Letter sent to parents directing them to online resources that can be used (e.g. Oak National Academy) Topics in class identified on letter so parents can select most appropriate resources to use. Parents can upload work completed or pictures of activities completed to Tapestry if they choose to. Teachers will endeavour to provide feedback (positive praise, acknowledgement of work completed) on uploads. There may be a delay in this as teachers are still teaching a full timetable in school. <p>Pupil Welfare</p> <ul style="list-style-type: none"> A member of school staff (likely admin staff) will call each family every other day to check on welfare. Use resources and lessons from Jigsaw PSHE scheme to support with pupil wellbeing activities if needed. <p>Free School Meals</p> <ul style="list-style-type: none"> Daily packed lunches can be made and delivered to parents of pupils eligible for free school meals. If absence is likely to be longer, hampers will be used. 	<ul style="list-style-type: none"> Identify appropriate resources to be shared – keep list updated. Ensure email contact details of all parents are up-to-date.
<p>Stage 2</p> <p>Children who are unable to attend school because a family member/close contact has received a positive result for Coronavirus and/or a child has been</p>	<p>Curriculum Provision</p> <ul style="list-style-type: none"> Tapestry will be used to provide online learning for pupils and families self-isolating. English and Maths activities will be shared – these will either be a weekly plan or daily activities. Teachers to write clear explanations of exactly what needs completing. Activities being shared will be as close as possible to the activities being completed in class to ensure that children 'keep up'. Class activities will be adapted to be online only or activities that don't need resources. Paper packs can be distributed to families (most families live very locally to the school so these can be delivered by school admin staff or sent via post) if essential. 	<ul style="list-style-type: none"> Ensure all Year R pupils have a working Tapestry account that parents are able to access. Identify any pupils (most likely in Year R) who do not have internet access or access to devices.

<p>advised to self-isolate (inc quarantine upon return from a holiday).</p> <p>(These children will be away from school for 14 days).</p>	<ul style="list-style-type: none"> • Oak Academy resources and videos may be used to supplement content from teachers. We will add our own activities to be completed after completing learning from the videos. • Uploads to tapestry from parents to share learning and ask questions. Teachers to provide feedback on all uploads from parents – praise and suggest next steps. Responses to parents will be as quick as possible, bearing in mind teachers still have a full teaching timetable. • Provision will be mainly offline or videos etc that can be accessed from any device. <p>Pupil Welfare</p> <ul style="list-style-type: none"> • A member of school staff (preferably class teacher or LSA) will call each family each week to check on welfare and provide additional support. • Communication through tapestry with class teachers – staff to provide feedback and engage in discussion with parents through comments on observations. • Use resources and lessons from Jigsaw PSHE scheme to support with pupil wellbeing activities if needed. <p>Free School Meals</p> <ul style="list-style-type: none"> • Weekly 'hampers' to be provided by the school providing lunches for the week. Parents can opt to collect or have delivered weekly. 	<ul style="list-style-type: none"> • Review plans after first incidence of full 14-day isolation for a child. Seek feedback from parents.
<p>Stage 3 A year group bubble is required to close, or the whole school closes.</p>	<p>Curriculum Provision</p> <ul style="list-style-type: none"> • Tapestry will be used for online learning for Year R and Year 1. • Daily English and Maths activities to go live on Tapestry each morning for parents to access. Teachers to write clear explanations of exactly what needs completing. • Curriculum activities being planned may be different from those that were planned to be taught in school – e.g. a standalone 2 week English and topic project. Maths may consolidate and extend activities already taught rather than introducing new content if teachers decide it would be better for them to deliver content when the bubble returns. • To be created by class teachers if well. If not, planning is saved centrally on the google drive – other school staff within the year group or school leaders can create/share resources with parents. • Online only or activities that don't need resources for the first couple of days - paper packs can be distributed to families (most families live very locally to the school so these can be delivered by school admin staff). • Fortnightly 'challenge' sheets linked to topic will be shared with parents – these will contain activities that would be covered in continuous provision (independent learning) in Year R and KS1 curriculum content in Year 1. These may deviate from the planned 'topic' curriculum, to content that is easier for parents to cover at home. • Oak Academy resources and videos may be used to supplement content from teachers. We will add our own activities to be completed after completing learning from the videos. • Support with short videos from teachers if a specific skill needs teaching (e.g. short phonics lesson, modelling of a maths skill). • Activities to include a 'challenge' to extend the more able. 	<ul style="list-style-type: none"> • All Year 1 pupils have access to Tapestry and have experience of using the system – this worked well last academic year. Ensure all Year R pupils have a working Tapestry account that parents are able to access. • Identify any pupils (most likely in Year R) who do not have internet access or access to devices. • Identify any pupils who may need additional resources for home or who may require paper packs. • Create a guide to tapestry for parents to

	<ul style="list-style-type: none"> • Differentiated activities to be provided where staff know a child may not be able to access the learning. • Uploads to tapestry from parents to share learning and ask questions. Teachers to provide feedback on all uploads from parents – praise and suggest next steps. • Provision will be mainly offline or videos etc that can be accessed from any device. • Use of paper activities will be limited and staff will be mindful of resources need to complete activities – last year it was successful ensuring all activities could be completed with resources likely to be found in the home or suitable alternatives were suggested. Paper packs and resources can be made available for anyone who needs them – this will be shared with parents. <p>Vulnerable Children Provision</p> <ul style="list-style-type: none"> • Phone calls to be made by staff in school weekly to check on any children identified as vulnerable. • Ensure staff know contact details of the Designated Safeguarding Lead and they are always contactable (or a deputy DSL). <p>Pupil Welfare</p> <ul style="list-style-type: none"> • Communication through tapestry with class teachers – staff to provide feedback and engage in discussion with parents through comments on observations. • Welfare phone calls to be made by class teachers to any child where the parent has not added any pictures/comments. • Use resources and lessons from Jigsaw PSHE scheme to support with pupil wellbeing activities. <p>Free School Meals</p> <ul style="list-style-type: none"> • Weekly 'hampers' to be provided by the school providing lunches for the week. Parents can opt to collect or have delivered weekly. • If voucher scheme is reintroduced, this will be used to support families instead. 	<p>ensure all parents know how to use the system, ask for advice and upload observations.</p> <ul style="list-style-type: none"> • Plan hampers to be sent for FSM pupils (chef).
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