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Northlands Primary School and Nursery

COVID-19 Contingency Plan

Please note that this plan has been written in line with the advice regarding contingency planning in the DfE's 'Full opening guidance: school'. However, every local lockdown will be different depending on the circumstances of the area. If a local lockdown is implemented in our area, Northlands Primary will follow the specific guidance for our local area. We will ensure that this plan is updated in line with the national government guidelines regarding the operation of schools during local lockdowns.

Northlands Primary School and Nursery

COVID CONTINGENCY PLANNING

During the coming year, whilst Covid-19 is still in circulation, we need to be able to respond flexibly as a school to the challenges which may face us. At all times, the health and safety of pupils, staff and our school community remain of paramount importance. However, it is also important that we take appropriate steps to mitigate any detrimental impact on the education of our children.

During this time, the Headteacher, Senior Leadership Team, Trustees and Governors will consider how to navigate the school through these challenges. At certain times, we may convene formal meetings of the Emergency Planning Team (EPT) in order to consider specific sets of circumstances. Any actions we take, in collaboration with the MAT and Governors, will be mindful of advice and guidance from the Government, Public Health England, the LA & Unions

This document will outline key information and guidance about how school will operate at different times and within certain restrictions (related to the tiers from the Government's [CONTAIN](#) strategy). These processes are a guide and decisions may be taken, contrary to the details outlined, in order to respond to the context of the issue and the fast-pace of changing guidance. If, at any time, you have questions then please do speak to a member of the EPT. For your information, the overview of their responsibilities is as follows:

EMERGENCY PLANNING TEAM RESPONSIBILITIES OVERVIEW:

EPT MEMBER	KEY RESPONSIBILITIES
Benjamin Figg Head of School	Operations Manager Inc. Communication Overview, Staff Management/Deployment, Safeguarding & site logistics/H&S
Jennifer Brizman Deputy Head	Deputy Operations Manager Inc. Staff Welfare, Remote Working, Safeguarding & site logistics/H&S
Lucy Baldwin Assistant Teacher	Provision Leader Inc. remote education support & Staff Welfare
Ian Randle Chair of Governors	Governor Liaison
Clare Foster SENCO	SENCO Inc. Safeguarding, SEND support & specialist service management
Sue Gilbert School Business Manager	Business Leader Inc. communicating with parents/carers and staff, staff absence monitoring, third party liaison & admin oversight
Mark Walker Site Manager	Site Operation Leader Inc. cleaning oversight & H&S compliance
Nikki Bailey Family Support Worker	Family Support Inc. Safeguarding

Northlands Primary School and Nursery

COVID CONTINGENCY PLANNING SUMMARY OF TIERED ADJUSTMENTS

TIER	DEFINITION	H&S	EDUCATION	PEOPLE
1	<p>The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p> <p>All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.</p>	<ul style="list-style-type: none"> • Parents/carers asked to wear face masks when attending meetings individually with staff inside the school. • Events for parents/carers to continue with usual capped numbers, visitor protocols and within risk assessment parameters, e.g. designated space to limit contact with pods. • Staff and children reminded of protocols within risk assessment, e.g. washing of hands, maintaining social distancing and limiting contact. • School day staggered timings remain in place with restrictions about entry/exit gates and limited contact. • Risk assessment reviewed regularly. 	<ul style="list-style-type: none"> • Face to face education to continue with remote education provided, within reasonable endeavours, for those in isolation or quarantine. • Any catch-up programmes continue, as per planning, in order to support progress of pupils. • SEND interventions continue, as per planning, in order to support the needs of all individuals. • SENCO to review individual risk assessments, for those with EHCPs, to ensure everyone is reminded of protocols. • Usual safeguarding approaches apply, rating levels of risk, and taking appropriate action (in line with COVID procedures), for those in isolation or quarantine. • Attendance promoted through usual channels (e.g. Attendance Matters posters, newsletters and weekly rewards). • Extra-curricular clubs, if relevant, within parameters of risk assessment. 	<ul style="list-style-type: none"> • All staff continue to attend as per usual expectations/ contracts of employment. • Governing Body continue to meet with social distancing in place as per agreed schedule or via virtual meetings They are invited to wear masks/visors if they require them. • Emergency Planning Team (EPT) to meet, as required by EHT, to discuss specific issues. However, SLT generally remain in overall control. • Food provided as usual by catering staff with some arrangements for FSM children in isolation or quarantine. • Third party contractors continue to visit, where essential, in line with visitor protocols. • Usual school operations continue as much as possible, e.g. appraisal, virtual assemblies etc.

<p style="text-align: center;">2</p>	<p>Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers.</p> <p>All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.</p> <p>In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p>	<ul style="list-style-type: none"> • All adults (inc. staff) asked to wear face masks when attending site, in communal areas or meeting individually with other adults. • Events for parents/carers limited to those which are essential. Usual visitor protocols will apply and adults requested to wear face masks for duration of event. • Staff and children reminded of protocols within risk assessment, e.g. washing of hands, maintaining social distancing and limiting contact. • School day staggered timings reviewed in order to stagger entrance/exit times and limit the number of people on site at any one point. • Staff & visitors requested to wear face masks/visors in any communal areas (unless eating or drinking). • Cleaners requested to wear face visors, masks and gloves (changed for each pod) when cleaning. • Risk assessment reviewed regularly. 	<ul style="list-style-type: none"> • Face to face education to continue with remote education provided, with <u>some</u> additional allocated support (SLT to review timetables for LSAs), for those in isolation or quarantine. • Any <u>priority</u> catch-up programmes continue, following a review of planning, in order to support progress of the most vulnerable pupils. • SEND interventions continue, subject to a review by SLT & SENCO, in order to support the needs of the most vulnerable individuals. • SENCO to review individual risk assessments, for those with EHCPs, to ensure everyone is reminded of protocols. • Usual safeguarding approaches apply with SLT team rating levels of risk, and taking appropriate action (in line with COVID procedures), for those in isolation or quarantine.. • Attendance supported by all staff but celebrations and promotion paused in order to concentrate on monitoring absences/providing support for those in quarantine or isolation. • Extra-curricular clubs reviewed and paused where appropriate. 	<ul style="list-style-type: none"> • All staff continue to attend as per usual expectations/ contracts of employment. However, SLT to review individual risk assessments for any vulnerable staff. • Governing Body continue to meet with via virtual video conference arrangements • Emergency Planning Team (EPT) to meet fortnightly, or as requested by the EHT, to review risk assessment as well as protocols & procedures. • Food provided, wherever possible, by catering staff with some arrangements for FSM children in isolation or quarantine. • Third party contractors continue to visit, subject to a review by EHT & SLT, in line with visitor protocols. • Usual school operations continue as much as possible, e.g. appraisal, virtual assemblies etc but subject to a review by EHT & SLT.
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<p>3</p>	<p>Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.</p> <p>In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p>	<ul style="list-style-type: none"> • All adults (inc. staff) asked to wear face masks when attending site, in communal areas or meeting individually with other adults. • Events for parents/carers limited to those which are essential. Usual visitor protocols will apply and adults requested to wear face masks for duration of event. • Staff and children reminded of protocols within risk assessment, e.g. washing of hands, maintaining social distancing and limiting contact. • School day staggered timings reviewed in order to stagger entrance/exit times and limit the number of people on site at any one point. • Staff & visitors requested to wear face masks/visors in any communal areas (unless eating or drinking). • Cleaners requested to wear face visors, masks and gloves (changed for each pod) when cleaning. • Risk assessment reviewed regularly. 	<ul style="list-style-type: none"> • Face to face education to continue with remote education provided, with <u>significant</u> additional allocated support (SLT to review timetables for LSAs), for those in isolation or quarantine. • Any <u>priority</u> catch-up programmes continue, following a review of planning, in order to support progress of the most vulnerable pupils (inc. those working remotely). • SEND interventions paused, unless vital, in order to provide safeguarding or catch up support for the most vulnerable individuals. • SENCO to review individual risk assessments, for those with EHCPs, to ensure everyone is reminded of protocols. • Usual safeguarding approaches apply with SLT rating levels of risk, and taking appropriate action (in line with COVID procedures), for those in isolation or quarantine. Additional focus on safeguarding by EPT. • Attendance supported by all staff but celebrations and promotion continues to be paused in order to concentrate on monitoring absences/ providing support for those in quarantine or isolation. • Extra-curricular clubs cancelled until further notice. 	<ul style="list-style-type: none"> • All staff continue to attend as per usual expectations/ contracts of employment. However, SLT to consider redeployment (inc. working from home arrangements) for anybody who is vulnerable in order to maximise social distancing. • Governing Body continues to hold virtual meeting and any school visits discontinue until further notice. COVID contingency planning becomes a standing agenda item. • Emergency Planning Team (EPT) to meet fortnightly, or as requested by the EHT, to review risk assessment as well as protocols & procedures. • Food provided, subject to adjusted arrangements (e.g. sandwich bags to limit use of shared areas), by catering staff with arrangements for FSM children in isolation or quarantine. • Third party contractors continue to visit, where vital to in-school operations, in line with visitor protocols. • Usual school operations continue as much as possible, e.g. appraisal, virtual assemblies etc but subject to a review by EHT & SLT.
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All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers.

All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

- All adults (inc. staff) asked to wear face masks when attending site, in communal areas. No individual meetings to take place indoors between parents/carers and staff unless essential. Meetings conducted via telephone or telephone wherever possible.
- Events for parents/carers remain cancelled until further notice unless held via video.
- Staff and children, who remain in school, reminded of protocols within risk assessment, e.g. washing of hands, maintaining social distancing and limiting contact
- Areas of the building locked down as children organised into 'alternative pods and cleaning is concentrated in these areas.
- Contingency arrangements put in place with staggered timings and arrangements limited to the children of critical workers as well as vulnerable children.
- Staff & visitors requested to wear face masks/visors in any communal areas (unless eating or drinking). Visitors restricted to those who are essential only.
- Cleaners requested to wear face visors, masks, gloves & aprons (changed for each pod) when cleaning.
- Risk assessment reviewed and shared with all stakeholders.
- Instigate 'remote education' plans (and virtual teacher contact) and procedures to continue with learning for those not attending in person.
- Face-to-face education linked, as closely as possible, to the usual curriculum.
- Any catch-up programmes paused, unless essential, in order to support delivery of the core curriculum for all pupils (inc. those not in school).
- SEND interventions paused, unless integrated in face-to-face learning bubbles, so that staff efforts can be refocused on supporting those working remotely.
- SENCO to review individual risk assessments, for those with EHCPs, and work with families to ensure these children continue to attend school wherever possible.
- Usual safeguarding approaches apply for those in school. However, significant focus on COVID procedures with RAG risk assessment for vulnerable children reviewed weekly by SLT.
- Attendance focus switched so that the focus is supporting vulnerable children in attending and maintaining safeguarding.
- No after-school activities planned.
- Staff identified for roles based on RAG risk rating taking account of health backgrounds and vulnerabilities (in line with any current Government or PHE guidance).
- Instigate rota for face to face learning and organisation of staff into teams to develop remote education, develop and distribute learning materials, provide safeguarding support or support face-to-face learning.
- Governing Body meetings continue utilising virtual meeting arrangements and any school visits remain discontinued. Normal agendas are paused in order to evoke COVID governance arrangements/agendas.
- Emergency Planning Team (EPT) to meet weekly with standing agenda.
- Adjust meal provisions provided, e.g. sandwich bags, by catering staff with arrangements for FSM children in isolation or quarantine.
- Third party contractors restricted, with remote arrangements in place where possible, unless essential to business operations.
- All school operations, e.g. appraisal, assemblies etc, paused, reviewed by HT and adjusted as appropriate.

TIER 4 PROCEDURES	URGENT & IMMEDIATE PRIORITIES (immediately after lockdown announcement)	SHORT TERM PRIORITIES (within the first week of lockdown)	LONGER TERM PRIORITIES (within 2+ weeks of lockdown)
HEADTEACHER/ GOVERNORS	<ul style="list-style-type: none"> • Notify school community of measures in place (liaising with PHE, the MAT & LA as appropriate) • Call EPT meeting ASAP to establish contingency plans 	<ul style="list-style-type: none"> • Maintain weekly contact with EPT to review standard agenda items • Update plans, protocols and risk assessments • Liaise with Governors, LA & MAT to ensure compliance with any guidance • Adjust comms plans for parents 	<ul style="list-style-type: none"> • Review plans, procedures & protocols on an ongoing basis • Ensure strategies are in place to support the welfare of staff (inc. staff contact) • Consider long term implications in relation to any guidance issued
SENIOR LEADERSHIP TEAM (SLT)/ EMERGENCY PLANNING TEAM (EPT)	<ul style="list-style-type: none"> • Lead staff teams through operational change processes (as indicated by EHT) • Oversee preparation of learning materials, where required, for immediate distribution 	<ul style="list-style-type: none"> • Check and ensure continuity of education (in-school and remotely) by reminding teacher of expectations • Provide updates & guidance to teaching staff about next steps and preparation for next week 	<ul style="list-style-type: none"> • Monitor weekly planning for learning • Deploy teaching staff effectively to meet varying learning needs of children (inc. those working remotely) • Support welfare needs of staff and maintain contact where necessary
SENCO, DSLs & Admin Manager <ul style="list-style-type: none"> • Attendance • Safeguarding • SEND 	<ul style="list-style-type: none"> • Make immediate contact with social workers, and other partners, to ensure safety provision for vulnerable children • RAG rate levels of risk for vulnerable children and immediately evoke Safeguarding Policy COVID-19 addendum plans • Prepare provision & support for vulnerable children as per guidelines 	<ul style="list-style-type: none"> • Maintain contact with vulnerable children (as per weekly RAG risk list) and support families in sending children to school (subject to restrictions and guidance) • Ensure continued contact with social workers and other professionals • Arrange remote access to therapies and other services where possible in order to meet children's needs • Provide access to food provisions which are available 	<ul style="list-style-type: none"> • Maintain contact with vulnerable children (as per weekly RAG risk list) and support families in sending children to school • Ensure continued contact with social workers and other professionals and escalate concerns where needs and priorities emerge • Monitor remote access to therapies, and other services and adjust service where necessary, in order to meet children's needs • Provide access to food provisions available Proactively support <u>all</u> families by signposting to

			services and support
TEACHING TEAM (class teachers and teaching assistants)	<ul style="list-style-type: none"> • Reassure children and talk through plans • Demonstrate, as a reminder, access to any technology platforms, e.g. VLE • Prepare any work which needs to be sent home immediately 	<ul style="list-style-type: none"> • Make contact with all children by telephone to discuss learning • Ensure daily check ins on VLE and post information and support in relation to work packs sent home • Adjust curriculum plans for any pods which exist within school • Engage in any online CPD provided by SLT via Educare 	<ul style="list-style-type: none"> • Publish weekly learning information (see guidelines below) and ensure daily check ins on work completed (by VLE telephone) • Maintain fortnightly welfare contact for all children (additional for vulnerable) • Support delivery of resources, subject to any restrictions & guidance, to children's homes • Engage in any online CPD provided by SLT
ADMIN & BUSINESS TEAM	<ul style="list-style-type: none"> • Send any immediate communication home • Prepare workload/access for any remote working • Cancel any immediate non-urgent events and activities, review diary and rearrange or advise of diary issues • Inform third party contractors of plans and make arrangements as appropriate, e.g. catering and provision of food for vulnerable (urgent) 	<ul style="list-style-type: none"> • Monitor enquiries email and respond to/forward any queries • Operate the office in person as directed by SLT • Rearrange any diary commitments beyond this week (in consultation with EHT) • Clerk to notify governor and to move meetings to virtual arrangements • Liaise with EPT to agree priority workload 	<ul style="list-style-type: none"> • Maintain effective levels of communication by utilising all systems and processes in place • Arrange refunds, where required, for any cancelled events • Ensure all payments processed promptly and support efficient administration of business functions at school

SITE & CLEANING TEAM	<ul style="list-style-type: none"> • Adjust working patterns, as required, to ensure appropriate cleaning and maintenance of school whilst adhering to any lockdown procedures in place • Check & distribute relevant PPE equipment to necessary staff 	<ul style="list-style-type: none"> • Deep clean areas of the school which are locked down • Adjust cleaning schedules to ensure enhanced cleaning of areas in use • Review quantities of PPE equipment and order as necessary 	<ul style="list-style-type: none"> • Monitor the quality of cleaning and provide additional support in areas of higher risk, e.g. significant touch points • Provide training for staff, as required, to manage the cleaning (inc. cleaning of resources) • Maintain vital site operation checks, e.g. legionella etc
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Remote education (for Tier 4 of the CONTAIN Framework)

If a local lockdown is implemented, the school will offer immediate access to remote education for pupils who are required to remain at home. If there is not a local lockdown, but a single class or pod needs to self-isolate, the school will immediately implement remote learning for that group.

If individuals are isolating due to reasons related to COVID, without the whole bubbles being closed, the school will work closely with teachers to offer remote education to our pupils which matches the curriculum as closely as possible. However, this level of provision will not be as rich compared to what we are able to offer within Tier 4 as the teachers will have to balance their time in supporting face-to-face education in school with remote education for those isolating.

Teaching and learning

All pupils will have access to high-quality education when remote working.

The school will use a range of teaching methods to cater for all different learning styles. This includes:

- comprehension, quizzes, online materials, videos, games, questioning and response

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

When teaching pupils who are working remotely, teachers will:

- Set activities and work so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- 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.
- Make contact with families, by telephone, where there are issues with remote education.

All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Senior Leadership Team will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

The school will utilise the support available through the DfE's '[Get help with technology during coronavirus \(COVID-19\)](#)' scheme. Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:

- Pupils in Years 3 to 11
- Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government and/or clinical advice
- Children in all year groups who are unable to access remote education whilst attending school on a hospital site

Before distributing devices, the school will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely.

Once devices are ready for collection, the school will either arrange for them to be collected by families from school or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process. An agreement will be signed by parents and the school before these devices are loaned.

If further devices are made available through the [DfE laptops and tablets for disadvantaged children to access remote education](#) if local COVID-19 restrictions are required, these will be issued in line with the guidance to:

- Pupils in years 3-6;
- Clinically extremely vulnerable children across all year groups who are shielding on official advice;
- Children in all year groups unable to access remote education whilst attending school on a hospital site

Our approach to remote learning (please see Appendix A detail)

In the event of a full closure, pupils will be sent home with:

- An exercise book(s) to record their learning in
- A timetable of learning to help to organise the day/week
- Additional resources, as appropriate, to support learning

Teachers will clarify logins to appropriate online learning platforms e.g. Db Primary and MyMaths etc so that these can be accessed at home.

The Senior Leadership Team will:

- Ensure those families entitled to Free School Meals will be provided with food or vouchers
- Ensure the home learning tasks set are to a high standard in line with year group expectations
- Monitor and support staff to ensure families are called regularly and any issues are followed up
- Monitor the engagement of pupils learning
- Communicate regularly with families through the VLE, Twitter, emails and phone calls
- Organise events to promote spirit in the community & the Northland's family
- Deploy staff, as effectively and creatively as possible, in order to meet the needs of all pupils, e.g. by continuing interventions remotely, organising individual reading virtually etc
- Responds to parents' queries and concerns
- Ensure the day to day running of 'remote' education and the learning and safety of those on site (Key Worker and Vulnerable Pupils)
- Provide remote assemblies

Class Teachers will:

- Follow their usual planning for all subjects, wherever this is possible, to ensure progression of skills and knowledge
- Follow their usual timetable of learning each day, through a virtual platform.
- Provide opportunities to ensure children understand their learning tasks, through the VLE and website sessions
- Feedback to pupils on their uploaded learning (via Tapestry or VLE)
- Provide additional support for children/parents through phone calls, email or explanations via video messages
- Share a story time video each week

- Speak with all pupils on at least a weekly basis, either through phone calls
- Monitor the daily engagement of pupils and contact the families of those not engaging to offer support
- Log any safeguarding concerns by immediately emailing or telephoning the DSL or Deputy DSLs

Learning Support Assistants will:

- Support the learning of pupils they usually work with
- Support the class teacher(s) they usually work with
- Record story time sessions and conduct virtual interventions (as directed by SLT)
- Make weekly phone calls to pupils to check on their learning and well-being
- Log any safeguarding concerns by immediately emailing or telephoning the DSL or Deputy DSLs
- Complete CPD

Safeguarding Team will:

- Call identified families regularly to offer support and check on children's well-being
- Liaise with outside agencies, including the Police as appropriate to need
- Take part in remote meetings as appropriate to need
- Conduct home visits to families unable to contact or who are causing concern
- Follow up any concerns promptly

Pupils/Parents will:

- Log on to the appropriate remote video sessions every day
- Watch all of the learning videos, taking a full and active part in them
- Complete the learning set by their teacher each day and upload their learning as requested by the teacher – photograph/video
- Watch their story time each day
- Talk with their friends each day through safe streams used
- Use on line resources such as TTRS and the VLE

Parents will:

- Set a clear routine with each child using the timetable and the daily learning set
- Read all communications that come out to ensure they are fully aware and up to date with news
- Support their children to complete all of the learning set
- Liaise with school staff and seek support on behalf of their child when needed, with class teacher via email or message on VLE
- Ensure courtesy and politeness to any member of staff within any communication
- Provide access to the learning offered for their children
- Support their children by emailing the teacher pictures of completed work for assessment and feedback or uploading these to the VLE
- Liaise with school staff to communicate how well their child(ren) attempt the work set

Key Worker & Vulnerable Children:

If it is appropriate to be open to Key Worker and Vulnerable Pupils, they will be placed into pods with consistent members of staff. They will complete learning in the same way as those working remotely, as set by the class teacher.

Class Closures/Partial Closure

If a class, a pod, a number of classes, or a number of pods have to close due to a positive COVID-19 test, then they will follow the procedure described for full closure.

Appendix A				
	EYFS	KS1	LKS2	UKS2
	Remote education in place to commence immediately	Remote education in place to commence immediately	Remote education in place to commence immediately	Remote education in place to commence immediately
	Tapestry directly to parents with resources for rest of the week.	School website directly to parents with resources for the week	School Website directly to parents with resources for the week	School Website directly to parents with resources for the week
Individual self-isolating or shielding	Timetable for the week to be provided.	Timetable for the week to be provided.	Timetable for the week to be provided.	Timetable for the week to be provided.
	Resources for the week, dialogue and discussion between teacher and home through Tapestry to support and guide child.	Resources for the week, dialogue and discussion between teacher and home through VLE & telephone to support and guide child.	Resources for the week, dialogue and discussion between teacher and home through VLE & telephone to support and guide child.	Resources for the week, dialogue and discussion between teacher and home through VLE & telephone to support and guide child.
Group of children	Rewards to be given in line with school policy.	Rewards to be given in line with school policy.	Rewards to be given in line with school policy.	Rewards to be given in line with school policy.
	Feedback to be given through Tapestry to encourage and extend children's learning.	Feedback to be given through VLE to encourage and extend children's learning.	Feedback to be given through VLE to encourage and extend children's learning.	Feedback to be given through VLE to encourage and extend children's learning.
	Printed resources provided, where required or possible, to support home learning.	Printed resources provided, where required or possible, to support home learning.	Printed resources provided, where required or possible, to support home learning.	Printed resources provided, where required or possible, to support home learning.
PROVISION – Oak National Academy lessons that align with current themes. White Rose Maths video lessons and resources. TTRS.				
Additional activities and tasks set by the class teacher which align with the learning of the rest of the children.				

LOCAL LOCKDOWN FOR ENTIRE SCHOOL – CONTINGENCY PLANNING				
Curriculum sequence is aligned to published online resources and teaching videos	Maths and phonics aligned to White Rose and Oak Academy used where appropriate Themed work will use Oak National Academy and align to planned curriculum	Maths, phonics and SPAG aligned to White Rose and Oak Academy Themed work will use Oak National Academy and align to planned curriculum	Maths and SPAG aligned to White Rose and Oak Academy Themed work will use Oak National Academy and align to planned curriculum	Maths and SPAG aligned to White Rose and Oak Academy Themed work will use Oak National Academy and align to planned curriculum
High quality education resources, including online teaching from all staff	Up to 30 minutes per day Maths and phonics Remainder of curriculum to be set along in school expectations using remote resources.	Up to 40 minutes per day Maths, phonics and SPAG Remainder of curriculum to be set along in school expectations using remote resources.	1 hour plus per day maths and SPAG Remainder of curriculum to be set along in school expectations using remote resources.	1 hour plus per day maths and SPAG Remainder of curriculum to be set along in school expectations using remote resources.
Online tools and resources to communicate	All children/ parents have access through Tapestry to communicate with their teacher and TA Individual telephone sessions with parents if needed to support learning	All children/ parents have access through Db Primary to communicate with their teacher and TA Individual telephone sessions with parents if needed to support learning	All children/ parents have access through Db Primary to communicate with their teacher and TA Individual telephone sessions with parents if needed to support learning	All children/ parents have access through Db Primary
Online policy for Remote Teaching and Learning	In place and agreed by governors	In place and agreed by governors	In place and agreed by governors	In place and agreed by governors
Interaction – frequent, clear explanations of new content, delivered by teacher in school or high quality curriculum resources or videos	Class teacher Tasks set for the day, following planned curriculum, including planned clips Recorded stories Daily phonics session to be included within direct teaching Weekly telephone check in	Class teacher Tasks set for the day, following planned curriculum, including planned clips Recorded stories Daily phonics session to be included within direct teaching Weekly telephone check in	Class teacher Tasks set for the day, following planned curriculum, including planned clips Recorded stories Focus on key skills Weekly telephone check in	Class teacher Tasks set for the day, following planned curriculum, including planned clips Recorded stories Focus on key skills Weekly telephone check in

Assessment	Through daily phonics Work uploaded onto Tapestry Gauge progress through the curriculum, using question and other suitable tasks Teachers will check work at least once per day	Through daily phonics Work uploaded onto VLE Through dialogue with parents Gauge progress through the curriculum, using question and other suitable tasks Teachers will check work once per day	Work uploaded onto VLE Through dialogue with parents Gauge progress through the curriculum, using question and other suitable tasks Teachers will check work once per day	Work uploaded onto VLE Through dialogue with parents Gauge progress through the curriculum, using question and other suitable tasks Teachers will check work once per day
Feedback – through questioning, dialogue with parents, photos and physical evidence of work	Gauge how well children are progressing through the curriculum, using questioning, dialogue (parents and children), feedback on work shared and physical workbooks returned to school	Gauge how well children are progressing through the curriculum, using questioning, dialogue (parents and children), feedback on work shared and physical workbooks returned to school	Gauge how well children are progressing through the curriculum, using questioning, dialogue (parents and children), feedback on work shared and physical workbooks returned to school	Gauge how well children are progressing through the curriculum, using questioning, dialogue (parents and children), feedback on work shared and physical workbooks returned to school
Printed resources for those who do not have suitable online access	Printed resources and stationary packs available, within restrictions, for those who do not have resources at home	Printed resources and stationary packs available, within restrictions, for those who do not have resources at home	Printed resources and stationary packs available, within restrictions, for those who do not have resources at home	Printed resources and stationary packs available, within restrictions, for those who do not have resources at home
Additional support for pupils with SEND – Oak Academy resources yet to be printed	Depends upon individual needs, telephone sessions for pupils who need additional support with LSA LSA targeted support for 1:1 pupils and vulnerable families Oak Academy resources (online from week 3)	Depends upon individual needs, telephone sessions for pupils who need additional support with LSA LSA targeted support for 1:1 pupils and vulnerable families Oak Academy resources (online from week 3)	Depends upon individual needs, telephone sessions for pupils who need additional support with LSA LSA targeted support for 1:1 pupils and vulnerable families Oak Academy resources (online from week 3)	Depends upon individual needs, telephone sessions for pupils who need additional support with LSA LSA targeted support for 1:1 pupils and vulnerable families Oak Academy resources (online from week 3)
Daily lessons set via Class website, with selected timetable for the day	Uploaded onto school website in order to support parents with their planning	Uploaded onto school website in order to support parents with their planning	Uploaded onto school website in order to support parents with their planning	Uploaded onto school website in order to support parents with their planning

Objectives for our curriculum	If a child or a group of children are away and do not access the learning then our task in school is to ensure that they cover the objective Follow our planned curriculum so knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject	If a child or a group of children are away and do not access the learning then our task in school is to ensure that they cover the objective Follow our planned curriculum so knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject	If a child or a group of children are away and do not access the learning then our task in school is to ensure that they cover the objective Follow our planned curriculum so knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject	If a child or a group of children are away and do not access the learning then our task in school is to ensure that they cover the objective Follow our planned curriculum so knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
Curriculum coverage	Daily timetable uploaded onto school website, ensuring all elements of curriculum. Ensure that programme is of equivalent length to the core teaching pupils would receive in school	Daily timetable uploaded onto school website, ensuring all elements of curriculum. Ensure that programme is of equivalent length to the core teaching pupils would receive in school	Daily timetable uploaded onto school website, ensuring all elements of curriculum. Ensure that programme is of equivalent length to the core teaching pupils would receive in school	Daily timetable uploaded onto school website, ensuring all elements of curriculum. Ensure that programme is of equivalent length to the core teaching pupils would receive in school
Additional Communication	Telephone calls to pupils/ parents (especially those not engaging)	Telephone calls to pupils/ parents (especially those not engaging)	Telephone calls to pupils/ parents (especially those not engaging)	Telephone calls to pupils/ parents (especially those not engaging)
	PROVISION – Oak National Academy lessons that align with current themes. White Rose Maths video lessons and resources. TTRS.. Additional activities and tasks set by the class teacher which align with the planned curriculum for the class. Jigsaw resources to support PHSE.			

Northlands Primary School and Nursery

REMOTE EDUCATION CHECKLIST FOR TEACHERS

	Key Expectations
Individuals Isolating or in Quarantine	<ul style="list-style-type: none"> • Make contact with parent/carer ASAP after notification of isolation • Set holding tasks for first 24 hours linked to face-to-face learning, e.g. home learning projects, reading, signposting to virtual school web page • Work effectively with LSAs so that, by day 2, the child gets sent a daily timetable of activities linked to the curriculum being taught in class • This should make reference, wherever possible, to Oak Academy videos to support families in understanding what is being taught • Through messaging, provide instruction for how children can share their work, e.g. through Tapestry or VLE pages • Provide feedback, throughout the isolation period, to the child/family and ensure any evidence collected is utilised in school • Where physical resources are required, liaise with SLT to agree how to share these with the child isolating
Closure of Bubbles for TIER 4 Lockdown	<ul style="list-style-type: none"> • Emergency Learning Packs, which cover a range of age appropriate core skills, to be copied and distributed within 24 hours. This contains a cover timetable with links to Oak Academy videos • Make contact by telephone or VLE message within the first week (and each subsequent week) to answer questions, support learning, check understanding and get/give feedback. • Within the first week prepare a weekly timetable, linked to the planned curriculum for face-to face learning, with links to Oak Academy videos and other resources. Publish this each MONDAY for each week • Provide resources daily and complement weekly plan with support activities, live feeds and virtual interventions • Where physical resources are required, liaise with SLT to agree how to share these with the child isolating • Maintain assessments using information provided to ensure there is clear evidence of progression in education • Share any relevant information with other staff, e.g. SENCO, FSW Team, as appropriate, to support their outreach work with families and children