

Discovery – COVID 19 Trust Contingency Plan – Outbreaks and Lockdowns (Partial and Full)
Key stage 2

Tier 1 (14 days)	School Response	Staff Who to Inform?	Key Activities/Timetable		
			Who?	What?	Planned Pathway for Oak Academy Lessons
In the event of an individual child or a small group (10 children or less) needing to quarantine.	Follow the school lockdown strategy for children in quarantine.	The Headteacher will need to inform the school staff and Trust daily about attendance data, any children testing positive and any decisions to isolate groups of children.	Class Teacher	The priority is for all teachers to plan time into their weekly schedule to teach the children how to use all the features of MS Teams. This will be checked and monitored. Digital devices will be put on a weekly rota so that the KS2 children can access them.	The class teacher will plan and provide the children with a timetable that is linked to their year groups curriculum. A pathway of learning will be planned using The Oak Academy, White Rose and the BBC websites, in line with planned learning journeys, so that the children can access the correct subjects and knowledge/ skills.
	Remote learning will be provided for the children at home. Pre-recorded lessons will be provided via PowerPoint. Links to pre-recorded lessons will be used within the learning journey.	Teachers will plan remote learning, in line with in-school learning journeys, so that they are considering the needs of remote learning for all children.		Teachers will set homework on MS Teams for the whole class as part of their normal practice.	
	Stories will be pre-recorded and uploaded for pupils to access.	Teachers will teach the use of Teams within computing lessons for all pupils in KS2 and Year 2 for Autumn 1.	LSA/TA/One to One Support	Set up a remote learning channel or the chat facility for the child or group so that the teacher can communicate separately with them and upload work and links.	The teachers will plan learning tasks linked to these clips and upload these to MS Teams as Assignments for the children to complete and return.
	The class teachers have provided the children with logins and passwords to all the learning platforms that they require the child(ren) to access at home. (TTRS, Century Tech, MS Teams, Accelerated Reader)	Teachers <u>and office staff</u> have provided the children with logins and passwords to all learning platforms. This document is saved so that staff have access to share with parents/carers in the event of self-isolation/quarantine.	IT Technician	One to one support staff will engage in supporting the class teacher in the process of setting work and feeding back. TAs, Cover Supervisors and HLTAs will support teachers in giving feedback to pupils.	
		The teachers need to keep a record of the login details in case a child loses or forgets them.	Deputy Headteacher and Blended Learning Champions	Technicians to support teachers in making sure work is uploaded to the class MS Team for the children to access learning.	The teacher will give feedback at the end of the school day.
				Ensure the Teachers/ LSA /TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on MS Teams.	
				They will check that the Technicians can provide the correct support and notify the Trust if additional technical help is required.	

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	In the event of pupils not having access to devices we will provide paper copies of work that will be delivered home.		Headteacher and SLT	<p>Maintain links with the families of the children.</p> <p>Monitor the pre-recorded lessons. Go into the Team subject channels and check the lessons.</p> <p>Meet regularly with the teachers of those children.</p> <p>The Headteacher must keep an updated record of families who can and cannot access digital devices. This will enable the Headteacher to plan and organise lease schemes, school device loan schemes and donation schemes as well as access Government help with technology.</p>	
Tier 2 (14 Days)	School Response	Teachers Who to Inform?	Key Activities/Timetable		
			Who?	What?	Planned Pathway for Oak Academy Lessons, Assignments and Live Video Chat
In the event of a year group lockdown (partial). 1 to 3 classes in the same year group.	<p>Follow the school lockdown strategy for children in quarantine.</p> <p>Pre-recorded lessons will be provided via PowerPoint. Links to pre-recorded lessons will be used within the learning journey.</p>	<p>The Headteacher will inform all staff of any changes daily via a meeting.</p> <p>The Headteacher will inform the Trust about attendance data, any children testing positive and any decisions to isolate groups of children. Inform parents of the school's protocols and expectations. (Home Pack – Remote Learning).</p>	Class Teachers	<p>To use a blended learning lesson plan for real and virtual lessons.</p> <p>Deliver pre-recorded lessons (PowerPoint) via MS Teams to all the children at home. A suggested timetable will be provided.</p> <p>Set assignments on Teams, mark them, give feedback and return. (The feedback will not be instant, and it can be verbal feedback – use the audio button to record comments).</p>	<p>The Oak Academy, White Rose and the BBC websites will be used within the learning journey.</p> <p>The class teacher will plan and provide the children with a timetable that is linked to their year groups curriculum. A pathway of learning will be planned</p>

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<p>If the teachers do not test positive for the virus or if they have the virus but are well enough to teach, then they can teach the children through remote learning.</p> <p>The children would be taught the same lessons using the remote learning planning format for English and Maths.</p> <p>Stories will be pre-recorded and uploaded for pupils to access.</p> <p>Lessons would be uploaded (via PowerPoint) so that children could replay the lesson or watch it later in the day if they missed it.</p> <p>The children will be provided with workbooks and would complete the learning tasks in their workbooks and online.</p> <p>The remote learners would upload their work to the assignments tab in MS Teams.</p>	<p>Teachers will plan so that they are considering the needs of remote learning for all children. Teachers will track communication with pupils and provide time for feedback.</p> <p>Every week – Teachers in school, will use all online learning platforms with their classes so the children are confident and able to use their login details proficiently.</p> <p>Teachers have provided the children with logins and passwords to all learning platforms. This document is saved so that staff have access to share with parents/carers in the event of self-isolation/quarantine. Teachers will be able to email the details directly to the child's parents.</p> <p>The teachers will monitor the usage of MS Teams, AR, TTRS and Century Tech and contact the parents of those children who are not using the platforms. (Send a daily/weekly update to SLT)</p> <p>A technical helpdesk for the year group will be available to support parents with devices as well as possible Broadband/Wi-Fi issues.</p>	LSA/TA/One to One support	<p>MS Teams - support the class teacher to deliver the lessons and communicate via 'chat' with the children at home during the day.</p> <p>TA to support with online marking and feedback. One to one support staff will engage in supporting the class teacher in the process of setting work and feeding back.</p>	<p>using these websites so that the children can access the correct subjects and knowledge/ skills.</p> <p>The Oak Academy lesson website links will be added to the timetable so the children can access the lessons immediately and they do not have to search for them.</p>
		IT Technician	Technicians to support teachers in making sure work is uploaded to the class MS Team for the children to access learning.	<p>The teachers will plan learning tasks linked to these clips and upload these to MS Teams as Assignments for the children to complete and return.</p> <p>The class teacher/ TA will mark the assignments online and give feedback during the school day.</p> <p>Teachers will be accessible via email and telephone for the parents and children during normal school hours (9am to 4pm) during this 14-day period only.</p> <p>The teacher or nominated adult will contact groups of children twice per week via video chat or phone calls.</p>
		Deputy Headteacher and Blended Learning Champion	<p>Ensure the LSA/TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on MS Teams.</p> <p>Provide coaching session/CPD for one to one staff teaching.</p> <p>Check that the Technicians can provide the correct support, notify the Trust if additional technical help is required.</p>	
		Headteacher and SLT	<p>Maintain links with the families of the children.</p> <p>Monitor the pre-recorded lessons. Go into the Team subject channels and check the lessons.</p> <p>Post updates for staff via Teams. Regular meetings with the teachers of those children via MS Teams to discuss updates and levels of engagement/ issues.</p> <p>Track contact with the children and the families. Update outside agencies, SLT and class teachers using CPOMs and MS Teams.</p>	

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Tier 3 (Unknown time span – depends on the severity of the local/national situation)	School Response	Teachers Who to Inform?	Key Activities/Timetable		
			Who?	What?	Planned Pathway for Oak Academy Lessons, Assignments and Live Video Chat
<p>In the event of all classes in the school needing to go into lockdown (No children in school just vulnerable & disadvantaged & key worker children still in school)</p> <p>Localised or national lockdown</p>	<p>The school will create a rota for teaching. Keyworker children, vulnerable and disadvantaged children would be taught by 1 class teacher, supported HLTAs and TAs.</p> <p>Children at home would be taught remotely by another year group teacher.</p> <p>Pre-recorded lessons will be taught in the morning using online links and PowerPoint (Maths and English). Stories will be pre-recorded and uploaded for pupils to access.</p> <p>In the afternoon, the year group will receive the same lesson from a</p>	<p>The Headteacher will inform all staff of any changes daily via a meeting.</p> <p>The Headteacher will inform the Trust about attendance data, any children testing positive and any decisions to isolate groups of children. Inform parents of the school's protocols and expectations. (Home Pack – Remote Learning).</p> <p>Teachers will plan so that they are considering the needs of remote learning for all children.</p> <p>Teachers will track communication with pupils and provide time for feedback.</p> <p>Every week – teachers in school will use all online learning platforms with their classes so the children are confident and able to use their login details proficiently.</p> <p>Teachers have provided the children with logins and passwords to all</p>	Class Teachers	<p>To use a blended learning lesson plan for real and virtual lessons.</p> <p>Deliver pre-recorded lessons (PowerPoint) via MS Teams to all the children at home. A suggested timetable will be provided.</p> <p>Set assignments on Teams, mark them, give feedback and return. (The feedback will not be instant, and it can be verbal feedback – use the audio button to record comments).</p> <p>Teachers will plan for regular opportunities for assessment to ensure learning is happening and planning is informed.</p>	<p>The Oak Academy, White Rose and the BBC websites will be used within the learning journey.</p> <p>The class teacher will plan and provide the children with a timetable that is linked to their year groups curriculum. A pathway of learning will be planned using these websites so that the children can access the correct subjects and knowledge/ skills.</p>
			LSA/TA/One to One Support Staff	<p>MS Teams - support the class teacher to deliver the lessons and communicate via 'chat' with the children at home during the day.</p> <p>TA to support with online marking and feedback. One to one support staff will engage in supporting the class teacher in the process of setting work and feeding back.</p>	<p>The Oak Academy lesson website links need to be added to the timetable so the children can access the lessons immediately and they do not have to search for them.</p> <p>The teachers will plan learning tasks linked to</p>

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<p>year group/key stage teacher. (Or Lead Professionals and SLE's) They will teach a foundation subject such as Art, History etc and the year group/key stage would access this lesson whilst the teachers who taught in the morning would mark the assignments and send feedback to the children.</p> <p>The teachers will share engagement reports with the Headteacher.</p>	<p>learning platforms. This document is saved so that staff have access to share with parents/carers in the event of self-isolation/lock down.</p> <p>Teachers will be able to email the details directly to the child's parents.</p> <p>The teachers will monitor the usage of MS Teams, AR, TTRS and Century Tech and contact the parents of those children who are not using the platforms. (Send a daily/weekly update to SLT)</p> <p>Teachers will create an online learning timetable for the week with links to online clips/videos.</p> <p>Teachers will work on a rota to support children remotely and in school.</p> <p>One to one support staff will provide learning and support. (guided by class teacher). Teacher and TAs will communicate regularly throughout the week to discuss the learning and the needs of the children.</p> <p>TAs/HLTAs If the TAs and HLTAs are not in school, then they should be directed by the class teacher to support children remotely. They will contact vulnerable children and show them how to use</p>	IT Technician	<p>Technicians to support teachers in making sure work is uploaded to the class MS Team for the children to access learning.</p>	<p>these clips and upload these to MS Teams as Assignments for the children to complete and return.</p> <p>The class teacher/ TA will mark the assignments online and give feedback during the school day.</p>
	<p>Teachers will create an online learning timetable for the week with links to online clips/videos.</p> <p>Teachers will work on a rota to support children remotely and in school.</p> <p>One to one support staff will provide learning and support. (guided by class teacher). Teacher and TAs will communicate regularly throughout the week to discuss the learning and the needs of the children.</p> <p>TAs/HLTAs If the TAs and HLTAs are not in school, then they should be directed by the class teacher to support children remotely. They will contact vulnerable children and show them how to use</p>	Deputy Headteacher and Blended Learning Champion	<p>Ensure the LSA/TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on MS Teams.</p> <p>Provide coaching session/CPD for one to one staff teaching.</p> <p>Check that the Technicians can provide the correct support, notify the Trust if additional technical help is required.</p>	<p>The teacher or nominated adult will contact groups of children twice per week via video chat or phone calls. School must support the disadvantaged children.</p> <p>Teachers will be accessible via email and telephone for the parents and children during normal school hours (9am to 4pm) during the lockdown period.</p>
		Headteacher and SLT	<p>Maintain links with the families of the children.</p> <p>Monitor the live and pre-recorded lessons. Go into the Team subject channels and check the lessons.</p> <p>Post updates for staff via Teams.</p> <p>Regular meetings with the teachers of those children via MS Teams to discuss updates and levels of engagement/ issues.</p>	

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		<p>MS Teams and some of the key apps etc.</p> <p>Technicians will support staff and parents with the learning platform and try to allocate devices to disadvantaged children (Directed by the Headteacher).</p> <p>ELSA and SEND Maintain contact with key children and families via MS Teams, email and phone. They will inform SLT through MS Teams/CPOMS – keep them notified of communications and changes.</p> <p>Deputy Headteacher To monitor the lessons, assignments, and the conversations in the MS Team Classrooms. Check that the safeguarding policy is being adhered to by pupils, teachers, and parents.</p> <p>Headteachers Communicate on the MS Teams via Stream. Parent updates, staff updates and staff meetings. Communication with vulnerable families etc.</p>	ELSA/SEND	<p>Track contact with the children and the families. Update outside agencies, SLT and class teachers using CPOMS and MS Teams.</p>	
Tier 4 (Unknown time span – depends on the severity of the local/national situation)	School Response	Teachers Who to Inform?	Key Activities/Timetable		
			Who?	What?	Option 3
In the event of all classes	Teachers would still be expected to deliver	See above	See above	See above	See above

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in the school needing to go into lockdown.	lessons to their class through the learning platform.				
Full lockdown/ localised or national	The structures would be like those listed in Scenario 3.				

Notes:

Key Points:	Possible Implications (Headteachers to complete this section)
Schools must have digital devices set aside for these scenarios so that children can access the learning platform and websites at home.	Digital devices not available at this moment. Planning in place to provide devices in the future. Paper based copies will be given in the short term so that pupils can access work from home.
SEND children who have an EHCP plan will have remote 1 to 1 learning with their LSA. Teachers will provide lesson plans and resources for TA. (20-minute sessions – recorded via PowerPoint so that that parents can view it and play it back for their child.)	CPD planned for support staff in the use of Teams.
ELSA support – ELSA sessions to be conducted through online platform. Recorded and stored in an agreed MS Team/channel).	ELSA workers to communicate with pupils via phone if necessary in order to engage them.
Create a parent MS Form to investigate home access to digital devices for learning and for Wi-Fi access.	MS Form sent Autumn 1 to investigate digital devices. Further support/advice to be given in the event of lock down.

Appendix**DfE Expectations****Remote education support**

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, **we expect schools to have the capacity to offer immediate remote education**. Schools are expected to consider how to continue to improve the quality of their existing offer and **have a strong contingency plan in place for remote education provision by the end of September**. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment, and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

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When teaching pupils remotely, we expect schools 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 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 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, 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

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. **We expect schools to avoid an over-reliance on long-term projects or internet research activities.**

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The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils, and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
R1 8.30-9.00am	Registration Children to register attendance using Microsoft Forms, sharing their feelings, thoughts, and challenges Children to access their class you tube channel to get their daily briefing about what they can do and feedback about how well their class is doing on specific learning content. <i>Watch Class teacher video (max 5 mins) explaining the day ahead</i>				
P1 9.00-10.00	Maths	English—Grammar	Maths	English—Spelling	Project Days (Humanities focus) or Intervention —— Activities (Enrichment Groups) STEAM
Break 10.00-10:30					
P2 10.30-11.30	English—Grammar	Maths	English—Grammar	Maths	
P3 11.30-12.00	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	
Lunch 12.00 – 12.00					
P4 12.00-14.00	Specialist Projects* (see individual year group timetables)				
P5 14.00-15.30	Connect Time An opportunity to discuss the days learning with the class teacher and ask questions if required. There will be an opportunity to evaluate the days learning (parents and children)				
Time	Monday	Tuesday	Wednesday	Thursday	Friday
R1 8.30 -9.00am	Registration <u>Children to register attendance using Teams via the register channel. Pupils can then join their class via their classroom channel to say good morning and understand the outline of the day.</u>				
P1 9.00-10.00	Maths	English – Grammar/ Phonics	Maths	English – Spelling/ phonics	Maths

Date:	Class/Group:	Time:	Room:
Topic:			
Curriculum links: List here the curriculum descriptors or content this lesson is targeting.		Specific Objectives/Learning Goals: What specific learning do you want to see by the end of this lesson? How will it be evidenced by students?	
Prior Learning: <ul style="list-style-type: none">What do students know about this topic already?What related content has already been covered?		Resources, materials, and technologies required: In addition to classroom materials this should entail digital supports for at home students, e.g. <ul style="list-style-type: none">LMSEducational games/programsCommunication toolsCloud documents	
Instructional Steps			
Date: Hook Hook student interest with something such as: <ul style="list-style-type: none">A challenge questionAn anecdoteA physical itemA digital resource (e.g. video) Introductory set Set student expectations for the lesson by explaining: <ul style="list-style-type: none">The learning goal(s)Relevance of the learningActivitiesFinal product to be generated Instruction Direct instruction of the learning content. Activity Break the activity down into clear, scaffolded steps. Feedback Assess student learning/progress via the work that has been completed. Conclusion <ul style="list-style-type: none">Set homework if requiredIndicate next part of the learning sequence (i.e. outline next lesson).		At-home students: Engage at-home students by: <ul style="list-style-type: none">Posing a challenge question digitally on LMS in advanceRecording a videoLinking a thought-provoking online resource that connects with topic. Introductory set Set student expectations for the lesson clearly and succinctly. This could be written or recorded as a video. Instruction Emphasise clarity, either in text or video. If using a video, add some textual components as well (e.g. a whiteboard) to consolidate explanations and main points. Activity At-home students can learn via: <ul style="list-style-type: none">Online collaboration (using cloud tools, message boards, or Skype/Zoom)Posting work to LMSWeb researchEditable documents or PDFsGamified learning programs Feedback Deliver feedback on learning via: <ul style="list-style-type: none">Written comments emailed or posted on LMSVoice recordings Conclusion <ul style="list-style-type: none">Instruct students of preparations for next lessonSet homework where required.	
Extension: List extension activities for students who need additional challenge. Consider what this might look like online as well.			

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<u>Break - 10.00-10.30</u>					
<u>P2</u> <u>10.30-11.30</u>	<u>English –</u> <u>Grammar/</u> <u>Phonics</u>	<u>Maths</u>	<u>English –</u> <u>Grammar/</u> <u>Phonics</u>	<u>Maths</u>	<u>English –</u> <u>Grammar/</u> <u>Phonics</u>
<u>P3</u> <u>11.30-12.00</u>	<u>Short</u> <u>Comprehensions/</u> <u>Novel study</u>	<u>Short</u> <u>Comprehensions/</u> <u>Novel study</u>	<u>Short</u> <u>Comprehensions/</u> <u>Novel study</u>	<u>Short</u> <u>Comprehensions/</u> <u>Novel study</u>	<u>Short</u> <u>Comprehensions/</u> <u>Novel study</u>
<u>Lunch - 12.00 - 13.00</u>					
<u>P4</u> <u>13.00-14.00</u>	<u>Learning journey* (see individual year group timetables)</u>				
<u>P5</u> <u>14.00-15.00</u>	<u>Connect Time – accessing century/Trockstar/AR reader</u> <u>Finish the day by listening to pre-recording of the class text</u>				

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KS2 Suggested Remote Learning Timetable

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