

Twelve Apostles RCPS COVID 19 Contingency plan Remote and Blended Learning Offer Version 5 January 2021



Rationale

The COVID19 pandemic has created an unprecedented situation around the world and following a rapid increase

in the R rate in the UK the government took a number of significant actions to stem the outbreak. School closures were part of the government lockdown strategy. The decision to close all schools except for key worker and vulnerable children in March 2020 happened swiftly and no warning was given to school leaders. Staff acted quickly in preparing paper packs of resources to send home with the children with the initial view that schools would be closed for a short number of weeks. Staff worked together to adapt the use of the online platforms already established in school- Purple Mask and Class Dojos. Alongside the weekly planning, these platforms became integral in setting and sharing work with children and providing encouragement and feedback. They also enabled staff to communicate effectively with children and their families. School remained open to provide a safe and secure environment for key worker and vulnerable children. School has been successful in its key worker and vulnerable children provision, communication with families and home learning provision during lockdown. From June 8th 2020 school began to welcome Reception, Year 1 and Year 6 back to school as the R rate has fallen below 1. In September 2020 all children returned to school in accordance with the government guidance. We very quickly recognised the vital importance of a strong contingency plan as year group bubbles and individual children had to isolate very soon into the term, either because they were symptomatic or a case of COVID had been confirmed in a year group. The Health protection team have advised that this situation will continue throughout the academic year. The infection rate of COVID19 is not fixed and is continually being carefully monitored at a local and national level. We have to consider the further possibility of a regional or national lockdown, including school closures should there be a significant outbreak of confirmed cases or an increase in the R rate. All schools need to be prepared to provide a quality remote home learning education that is easily accessible for all pupils.

In addition, we must consider the possibility that we will once again provide onsite provision for key worker and vulnerable children. To ensure school provide the best possible support to children in school and at home a contingency plan has been created. The plan is divided into 2 sections, a review section to evaluate the previous provision identifying strengths and areas of improvement and a planning section to ensure school has a robust contingency plan in place.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks>

Section 1 Review

Staff met and reviewed the home learning provision that had been provided from lock down in March. They were asked what had worked well and what we could improve. Parents were sent an online questionnaire to request their opinion of home learning provision and communication with school.

What had worked well- Staff

- Phonics videos posted by the teachers to specifically teach and model new concepts and for children to physically see the teacher
- White Rose maths the video clips and the lessons required very few resources
- Telephone calls home to reconnect with families
- Staff have developed their ability to use online platforms for home learning
- There has been a much greater emphasis on well-being and PSHE needs of children
- Daily sessions of PE and mindfulness sessions have supported the well-being of staff and children
- Communication with parents via Class Dojo and telephone calls have really strengthened relationships with parents.
- Providing alternatives to online learning for those children who do not have access to technology at home
- Weekly planning provides parents with a structure but also gives them the freedom to organise home learning around their individual circumstances
- Contact sheets enabled school to keep track of vulnerable children

What could be improved- Staff

- Ways to track the children's engagement in home learning
- Consider ways to ensure all children engaged in home learning
- Children organised into Year group bubbles in the event of lock down and provision for key worker /vulnerable
- Weekly Zoom/ virtual face to face sessions to ensure children stay connected with each other and their class teachers
- To provide more bespoke provision for SEND including children with EHCPs.

What worked well- Parent view

The survey indicated an overwhelming positive response to school's home learning provision and communication

- The vast majority of parents felt the work provided from school was appropriate, varied and engaging
- Parents were pleased with the recorded phonics and reading sessions. They felt it helped to engage and motivate the children
- Most parents felt the weekly plans contained enough information and felt they could ask for support from staff if they needed. They felt the balance of work and priority on well-being was appropriate under the circumstances.
- The vast majority of parents felt well supported by school throughout lockdown.

What could be improved- Parent view

- A small number of parents felt that school should provide more online face to sessions to support learning and engage children
- A small number of parents felt that the online platform 'Purple Mash' was not sufficient for home learning provision.
- A few parents would like work to be marked

Section 2 Contingency Plan : Read in conjunction with risk assessment, school recovery reconnect plan, Remote learning policy and Remote Learning Home School agreement. A set of procedures has been devised for quick reference for teachers.

	Scenario	Actions
Tier 1	<p>The local infection rate rises and Wigan is subject to local restrictions.</p> <p>Cluster Outbreaks Child is self-isolating due to symptoms or household symptoms and is awaiting test results (usually 2-3 days).</p> <p>Individual children are self-isolating for 14 days because there is a confirmed case of COVID 19 in their household or they have been in close contact with a person who has tested positive for COVID 19.</p>	<p>School continues to be fully open to all pupils' full time. School will follow their risk assessment along with the LA approved risk assessment. This is a working document and will be continually updated in light of the latest Government guidance.</p> <p>Parents and carers will be signposted to relevant resources such as BBC Bite size and Oak Academy. This will be on the class page on the school website alongside the topic covered each term. Paper packs will be provided for collection for those families who request them. If a child is sent home from school with symptoms of COVID they will be provided with a pack of paper resources to support their learning in the short term. Paper packs will also be made available for collection from a non-isolating family or friend of the isolating household. The paper packs will include activities that meet the expectations of the year group National Curriculum and similar to the activities provided in school. The published White Rose Maths Work books will be used to provide quality maths provision.</p> <p>The teacher will provide a weekly timetable of activities or set activities daily via Class Dojo. The activities set will correspond with the work being completed in class. The teacher will provide feedback to the child via Class Dojo Portfolio or Purple Mash.</p>

	<p>Whole Class are required to self-isolate for 14 days or more.</p> <p>Teachers and TAs are required to self-isolate for 14 days or more alongside their assigned class.</p>	<p>Scenario 1- The whole class are required to self-isolate due to a confirmed case in the class bubble. The teacher is well and able to set work. The teacher will set daily tasks via Class Dojo and Purple Mash. The work set will mirror the work that would be completed in school. The work will be planned from the year group recovery curriculum. The lessons will be carefully sequenced and informed by regular formative and summative assessments. Teachers will be provide children with feedback on the work that they submit via Class Dojo Portfolio or Purple Mash. Children will have access to daily pre-recorded or live teaching sessions. The sessions will be used to model/ explain new concepts and provide an opportunity to connect together as a class and check well-being of children and families. The arrangements for any 'live' classes, e.g. teams meetings or zoom calls will be communicated via email or posted on Class Dojo no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.</p> <p>Scenario 2- The whole class are required to self-isolate due to a confirmed case in the class bubble. The teacher is unwell and unable to set work. Another member of staff will use the pre-made year group specific planning to set appropriate work for the children. The work submitted via Class Dojo and Purple Mash will be monitored and children will be given appropriate feedback.</p> <p>Teachers who are self-isolating alongside their class will be required to set their class work they will:</p> <ul style="list-style-type: none"> *Provide daily work via Purple Mash/ Class Dojos Tapestry/ Bug Club *Plan a series of well- structured learning sessions from the agreed recovery LTP *Assess learning to ensure children are making progress and adapt lessons to meet the needs of the children. *Use the Government approved resources BBC Bitesize, Oak Academy and White Rose Maths to support home learning. *Have weekly contact with the children via phone/ or teams *Provide pre-recorded or live daily taught sessions in phonics via Class Dojo or tapestry *Provide a weekly pre-recorded story for the children *Keep a detailed record of those children who do and do not access home learning on a daily basis *Ensure children who do not engage in home learning are identified promptly and barriers are identified and overcome- supported by pastoral manager and SLT <p>The DHT and HT will direct any other working from home activities such as policy writing etc</p>
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	<p>Teacher or TAs who are required to self-isolate and are well but their class continues to attend school</p> <p>Class cover due to staff absence</p>	<p>TAs The SENDCO with direct TAs who provide support for children with an EHCP to make daily contact with the children via Class Dojo or ZOOM. The DHT will direct working from home activities such as resource making and online courses.</p> <p>Teachers who are self-isolating and remain well will deliver lessons remotely via Microsoft Teams. They will plan and create resources for their class for the teacher covering any sessions in school. The DHT and HT will direct any other working from home activities such as policy writing etc</p> <p>The DHT, HT, SENCO (Nurture to be covered by Pastoral Manager or closed) will provide cover for classes. Teachers who are isolating but remain well will deliver lessons remotely via Microsoft Teams to classes in school. School may also utilise cover from 2 regular supply teachers. HLTAs and TAs will be used to cover classes in an emergency.</p>
<p>Tier 2, 3 and 4</p>	<p>The local infection rate continues to rise and Wigan is subject to further local restrictions.</p> <p>Cluster Outbreaks Child is self-isolating due to symptoms or household symptoms and is awaiting test results (usually 2-3 days).</p> <p>Individual children are self-isolating for 14 days because there is a confirmed case of COVID 19 in their household or they have been in close contact with a person who has tested positive for COVID 19.</p>	<p>School continues to be fully open to all pupils' full time. School will follow their risk assessment along with the LA approved risk assessment. This is a working document and will be continually updated in light of the latest Government guidance. In accordance with the current guidance the Government strongly advises that Primary school should avoid moving to a rota system with partial numbers of children attending.</p> <p>Parents and carers will be signposted to relevant resources such as BBC Bite size and Oak Academy. This will be on the class page on the school website alongside the topic covered each term. Paper packs will be provided for collection for those families who request them. If a child is sent home from school with symptoms of COVID they will be provided with a pack of paper resources to support their learning in the short term. Paper packs will also be made available for collection from a non-isolating family or friend of the isolating household. The paper packs will include activities that meet the expectations of the year group National Curriculum and similar to the activities provided in school. The published White Rose Maths Work books will be used to provide quality maths provision.</p> <p>The teacher will provide a weekly timetable of activities or set activities daily via Class Dojo. The activities set will correspond with the work being completed in class. The teacher will provide feedback to the child via Class Dojo Portfolio or Purple Mash.</p>

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	<p>Teacher or TAs who are required to self-isolate and are well but their class continues to attend school</p> <p>Class cover due to staff absence</p>	<p>The DHT and HT will direct any other working from home activities such as policy writing etc</p> <p>TAs The SENDCO will direct TAs who provide support for children with an EHCP or in nurture to make daily contact with the children via Class Dojo or ZOOM . The DHT will direct working from home activities such as resource making and online courses.</p> <p>Teachers who are self-isolating and remain well will deliver lessons remotely via Microsoft Teams. They will plan and create resources for their class for the teacher covering any sessions in school. The DHT and HT will direct any other working from home activities such as policy writing etc</p> <p>The DHT, HT, SENCO (Nurture to be covered by Pastoral Manager or closed) will provide cover for classes. Teachers who are isolating but remain well will deliver lessons remotely via Microsoft Teams to classes in school. School may also utilise cover from 2 regular supply teachers. HLTAs and TAs will be used to cover classes in an emergency.</p>
<p>Lockdown</p>	<p>The risk if a severe second spike is high. There is a National or Local lockdown to control the infection rate and lower the death rate. Schools are forced to close as a result.</p>	<p>School would close to all children except vulnerable and key worker children. Teachers and teaching assistants will attend school to deliver learning to key worker and vulnerable children alongside remote learning.</p> <p><u>Home Learning Provision Curriculum</u></p> <p>Class teachers will provide daily lessons from a 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. The plan will provide a programme that is of equivalent length to the core teaching children would receive in school, ideally including daily contact with teachers. Class teachers will adjust the pace or difficulty of what is being taught in response questions or assessments.</p> <p>English- Reading and Writing sessions. E books will be provided through Bug Club KS, Rising Stars and Serial Mash KS2. Teachers will read to the children and provide pre-recorded phonics/ word level sessions via Class Dojos. Teachers will use good quality texts to excite and engage the children and provide a stimulus for writing.</p> <p>Maths- Teachers will use Whiterose Maths Home learning and BBC Bite size home learning to support the delivery of Maths. Teachers will provide a weekly maths check in to support the children with any misconceptions they might have faced. Teachers will record lesson modelling new mathematical concepts.</p> <p>Other Curriculum Subjects</p>

Class teachers will provide activities both written and practical following the carefully sequenced curriculum long term plan. Children will access to high-quality online and offline resources which will be selected from the DFE list of quality assured education resources and teaching videos.

Class teachers will provide frequent, clear explanations of new content. Practical activities can be modelled for the children and posted on Class Dojo. For example, a Science experiment may be recorded and shared or a technique in Art may be recorded and shared.

Open ended projects may be set by teachers to allow children to develop their independence and creativity.

Purple Mash/ Class Dojo/ Tapestry (Reception/ Year 1) will be used to set the children tasks, children will 'hand in' and for teachers to provide the children with feedback.

Class teachers will gauge how well children are progressing through the curriculum, using questions and other suitable tasks. Assessments will be used to adjust the pace or difficulty of what is being taught, including, where necessary, revising material or simplifying explanations to ensure children's understanding.

PSHE- Teachers will provide a weekly teams/ zoom meeting that have a PSHE focus. This will enable the children to stay connected and share any worries or concerns.

PE- the Sports coach will provide weekly physical challenges for the children to take part in.

Whole school activities may be set such as Reading challenges or Maths challenges to engage children in learning.

Behaviour and Engagement

- Teachers will choose children who have engaged in home learning as Star of the Week to motivate children to take part in the home learning activities.
- There is an appendix to the Behaviour Policy and a revised Home/ School Agreement in response to Covid 19.
- Parents and children will be provided with an agreement of the expectations and expected behaviour of the children during zoom/ virtual calls.
- Teachers will keep a record of the engagement of children in the work set. Parents of children who consistently do not engage in home learning will be contacted via telephone to assess the reasons for lack of engagement. Physical packs will be delivered to children who have limited access to online learning.
- School has bank of laptops that will be loaned to children should they need to isolate- School have collated a list of children that the lack of technology is a barrier.

Communication

- School will share information with parents via email, the school website and Class Dojo.

- A fortnightly newsletter will be emailed to parents to keep them up to date with relevant information. More detailed letters will be emailed to the whole year group or to specific year groups when necessary.
- Parents will have the facility to directly message teachers on Class Dojo if they have any problems or concerns.
- All correspondences will be shared via Class Dojo, Email and the Website to ensure parents have access through a variety of platforms.
- Teachers will provide a weekly zoom meeting to enable the children to stay connected and share any worries or concerns.
- Teachers to keep a more stringent register of children engaging in home learning and contact parents after a week if a child does not engage

Key Worker/ Vulnerable Bubbles

- Children will be organised into year group bubbles.
- Staff will follow the year group planning to ensure that the key worker and vulnerable children have access to a quality educational provision
- Children will be provided with a range of well-being activities including daily PE sessions

Staff Deployment

- There will be 2 members of staff per Year group Bubble to allow for breaks etc.
- Staff who are severely clinically vulnerable and are shielding will be provided with a working from home role.
- Staff who a clinically vulnerable will have an individual risk assessment carried specifically to their role.
- Staff who have children can access a key worker place from their child care provider or from the Wigan Childcare Hub. Those staff who do not wish to access Key worker child care places will have the option to apply for parental/ carers leave which will be considered favourably.

Safeguarding Procedures

- Pastoral Manager will keep weekly contact sheets to ensure there is at least weekly contact with vulnerable children
- The Pastoral Manager will complete doorstep visits to those families that school have not been able to make contact with or those who are identified as high risk.
- The Pastoral Manager will keep in close contact with assigned social workers of vulnerable children to ensure children's safety
- Staff will use CPOMS to report safe guarding concerns to DSL or deputy DSL
- The DSL and Deputy DSLs will closely monitor CPOMS and action any safe guarding concerns

- An e-safety unit with a focus on staying safe online will be delivered to all year groups in the Autumn term.

Supporting Disadvantaged Pupils

- Children who do not have access to an electronic device to complete online learning will be identified and a device will be loaned from school.
- Children who can not access to appropriate online resources will be provided with weekly paper packs that can be collected by the families or delivered by staff. It may be that parents prefer this method of home learning and we will accommodate this.
- School will continue to support families in need by offering food bank vouchers and delivering food parcels. SVDP catholic charity will support school with food parcels.

Supporting SEND

Children working at SEN Support:

- The SENDCO will provide all SEND children with an APDR with differentiated activities that support their specific needs. This will be sent home to the parents to enable them to know current individually agreed targets: Oak Academy SEND lessons may be utilised to support the children's learning or other online recommended provision; White Rose Maths work books may also be used to provide quality maths provision to SEND children.
- The children at SEN support may also access resources sent home such as: sounds mats, key vocabulary cards, number squares, number lines etc. Class teachers may send these resources home in their learning pack (essential provision recorded on their APDR) to enable children working at SEN support to access whole class learning provided by their class teacher.

Children with an EHC:

(For further information, please see individual contingency plans linked to risk assessments)

1. Individual Education Plan to be updated and sent home (APDR) with set provision linked to targets so that the children have meaningful and ambitious work each day in a number of different subjects. The planned provision will include a programme that is of equivalent length to the core teaching they would receive in school

2. The SENCo to link the APDR plan to Oak National Academy specialist content for pupils with SEND (and or other DfE recommended online learning.) ONA covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech

		<p>and language therapy. This will be delivered online to provide frequent, clear explanations of new content, delivered through high quality curriculum video lessons</p> <p>3. The SENCo and / or the 1;1 TA to ensure daily contact through zoom sessions based around the children's need and attainment – link to targets and provision in APDR and on EHC – to check in and gauge progress</p> <p>4.The SENCo to liaise with external agencies to ensure EHC provision is met</p> <p>In the event that the SENDCO becomes unwell the DHT and/or TAs will continue to provide SEND children with appropriate learning opportunities.</p>
<p>Action Plan for Remote Learning</p>	<p>Children require access to remote education support</p>	<ul style="list-style-type: none"> • The DHT will check each of the classes to ensure that all parents are connected to class dojos • The DHT and Computing lead will explore the government funded access free-to-use digital education platforms Google for education and Microsoft Office 365. School already has access to Office 365 but the DHT and Computing lead will explore how it can be used more effectively to facilitate and enhance remote education. • The DHT and Computing lead will use the ED Tech Demonstrator Programme to explore effective ways in which other schools are using technology to support remote learning. • Laptops, tablets and 4G wireless routers- The DHT will create a school survey to assess which children in school struggle to have access IT equipment and internet. A list will be created to identify those children who struggle to access IT equipment and internet. Vulnerable children and disadvantaged children will be a priority to receive government funded laptops and tablets. • Bank of Laptops ordered from the DFE and sent out with identified children if their class self-isolate and engage in home learning. • Families will be asked to sign a laptop agreement plan.
	<p>Staff training</p>	<ul style="list-style-type: none"> • Audit staff confidence in delivering a remote education and create a relevant training programme for staff • Staff meeting time will be used to explore the functions of Class Dojo as a platform for remote learning • A Yates to deliver further staff training to fully utilise functions on Class Dojos and Purple Mash. • New staff iPads ordered to support the staff in delivering remote learning to children. • DHT will continue to monitor and review school's remote learning offer. • Staff will feedback to DHT on what works well and what may need tweaking. • Staff provide support to one another on successful elements of remote learning

