



Hawridge & Cholesbury C of E School Contingency Plan

Guidance	Actions	Lead Staff
If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice		
<p>Contingency Plans</p> <p>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on remote education support.</p> <p>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.</p>	<p>In the event that the school is contacted by PHE and faced with temporary closure, we will maintain onsite provision for as many children as their guidance permits and can be safely managed for staff and pupils.</p> <ul style="list-style-type: none"> • As previously, provision for the children of critical worker parents and those deemed as being from within vulnerable groups will be central to decisions made. • For those unable to attend school, remote education will be provided, as outlined below. • Instead of phoning the local public health team, schools are now asked to call the DfE's central helpline on • 0800 046 86 87 	SLT All
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.		
<p>In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"> • 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 	<p>In the event that children need to be educated at home, the school is aiming to offer a blended approach to learning through the use of Zoom, class email accounts, and a dedicated 'eSchools Academy' section on the school website for downloading work. Paper based tasks may also be provided. It is anticipated that this will include access to:</p> <ul style="list-style-type: none"> • The modelling of tasks via live stream or pre-recorded video • The submission of work to the teacher via the eSchools Academy 	All



<ul style="list-style-type: none"> • 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 	<p>platform,</p> <ul style="list-style-type: none"> • Access to direct feedback to support further learning • Pastoral care information will be gathered in order to identify priority pupils and actions to implement <p>In the event that a family are unable to access the online learning on an appropriate device, printed resources will be made available for collection or, where possible, ICT hardware may be loaned from the school.</p> <p>In the event that children with identified SEND are unable to attend school, the SENDCo will work alongside parents to ensure appropriate provision is in place for effective learning at home. Live lessons will be recorded for safeguarding purposes and kept on the school system. Parents are expected to be present at the beginning of lessons to help them login etc. if needed, but then not be present or visible in the background of lessons whilst they are running.</p>	
<p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> • 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 practiced 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 	<p>There is a section on the website called 'eSchools Academy' which can be accessed by clicking on the 'Login' section on the school website (top right) https://hawridgecholesbury.eschools.co.uk/login</p> <p>This is where parents will find documents each day for children to continue their learning at home. It is important that we continue to provide children with work that meets their needs and that of the national curriculum. We will not get this time back so it is also important that we try, wherever possible, to continue providing opportunities for the children to achieve the objectives planned before this situation developed.</p> <p><u>How will learning be delivered?</u></p> <p>Lessons will be delivered using a blend of live, pre-recorded and downloadable presentation lesson inputs. For each year group, Maths, English, and Science lessons will have a 10-15min lesson input from a teacher who will introduce and model learning expectations. Children will then be able to access independent work for each lesson on the dedicated Distance Learning page. There will be no need or expectation that parents print worksheets although this may be helpful if feasible. When delivering a live lesson input, teachers will remain online for a</p>	



<ul style="list-style-type: none"> • 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 daily contact with teachers <p>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.</p>	<p>further 15mins after the input to clarify any misconceptions about the independent tasks.</p> <p><u>What work to expect in Key Stage 1 and 2</u></p> <ul style="list-style-type: none"> • A daily welcome and update from the class teacher. This may be a written message on eSchools or completed live during the first live session of the day. • 4 x English lessons and task (4 x a week). These should be typed or handwritten and uploaded to the eSchools website for the class teacher to read. • 4 x Maths lessons and answers for self-marking • 1 x Science lesson • 1 x PE • 3 x Reading comprehension activities and answers for self-marking. (Some or all of these sessions may be phonics for EYFS/KS1) • 1 x MFL (KS2 only), Computing or Music lesson <p>One day a week will be dedicated to wider curriculum learning which will not require work being submitted to the teacher. This may consist of personal project work linked to subjects not covered anywhere else in week. The specific day for this will be set by the Year group and shared with parents on the eSchools Academy page.</p> <p><u>Variations for KS1</u></p> <ul style="list-style-type: none"> • KS1 (and others in KS2 where appropriate) – some children may find it a challenge to type on the computer. Children should record their work using pen/pencil and then take a photo of the work to be emailed to the teacher. KS1 will be sending home 'Distance Learning' books for the children to complete their work in. <p>All children should continue daily reading and accessing Times Tables Rockstar each day.</p>	
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Reception

Work will be set under projects section on eSchools Academy.

- Parent observations and photographs of activities should be uploaded to Tapestry using their child's account. Parents can upload individual, daily or weekly observations. EYs staff will respond with a comment and suggestions to support or move learning on as appropriate.
- Weekly whole class email from teacher on eSchools Academy and parents can email with questions using eSchools during the week.
- Children without access to technology will be sent a Home Learning pack fortnightly and receive a call once a week from a member of the EYs team.
- Daily Maths sessions using the White Rose Maths Home learning link, supplemented by additional activities and ideas on Maths Project page (eSchools).
- Daily Phonics session using RWI YouTube lessons or pre-recorded sessions by class teacher. Additional resources and ideas for phonics games on Phonics Project Page eSchools Academy.
- Weekly group Zoom call with alternate Show and Tell and Story and Windmills Quiz and Story
- Daily end of the day story recorded by one of the EYFS staff
- Access to Oxford Owl or Bug club for reading practise.
- Weekly Literacy project with recording of focus story and suitable activities on eSchools (approx. 3 activities)
- Weekly topic activities (UW and EAD) - play-based on eSchools Academy.
- Ongoing suggestions for Physical and Fine Motor Skills on eSchools Academy.
- Emphasis on following your child's interest and giving them time to play.

How will lessons be planned to ensure coverage of the National Curriculum?

Lessons will continue to be planned using the national curriculum and following the long-term plans set out on the school website. For example, Maths will follow the long-term planning of White Rose Maths Hub and Phonics will follow the Read, Write Inc programme. Writing will follow whole school overview for genre coverage.



	<p><u>Marking and Feedback</u></p> <p>Work should be submitted to teachers for feedback via the eSchools Academy platform. Wherever possible, this should be uploaded each day between 2pm and 4pm on the day the work is set. Work submitted after 4pm of the following day may not receive feedback. Maths and Reading Comprehension work should be self-marked at home, with outcomes shared with teachers via the eSchools Academy platform. English written work will receive an acknowledgment comment and an identified area for development. Science and Humanities work will receive an acknowledgement comment.</p> <p>eSchools Academy messages will be checked, and enquiries responded to where possible, between the hours of 9am and 4 pm (excluding weekends and holidays) only.</p>	
	<p><u>Vulnerable pupils</u></p> <p>We strongly encourage vulnerable pupils to continue attending school.</p> <p>To do this, we will:</p> <ul style="list-style-type: none">• Work with our local authority (LA)• Contact a pupil's parent or carer, and (where applicable) social worker if the pupil doesn't attend, to find out why and discuss their concerns <p><u>Free school meals</u></p> <p>We will provide vouchers for those children not attending school. In the event of a Lockdown and school closure, any children who do attend will be required to bring their own packed lunch.</p> <p><u>Staffing Critical Worker and Vulnerable children provision</u></p> <p>We will operate provision for these children attending school with the smallest number of adults necessary. These sessions will be staffed by Learning Support Assistants and Cover teachers on a rota in order to minimise contact between groups of adults. A member of SLT and DSL will be available at all times on site or via phone.</p>	