

Marsh Gibbon Church of England Primary School Contingency Plan

Introduction

Schools are required to have in place a robust and clear contingency plan in place in order to anticipate changes to usual teaching and learning patterns and practices as a result of the COVID-19 pandemic and the Government commitment to education for all children. Given the expected “second spike” of infection, there is a possibility that some or all of the elements of our contingency plan will need to be put in place. Whilst some decisions will necessarily need to be made and reviewed dynamically according to the situation, there are principles to be put in place and considered in advance. This document clarifies the expectation and outlines such principles.

Department of Education

The following information is taken from the Department of Education website document “Schools re-opening September 2020”

Education is not optional - All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious -All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education - Where needed, this is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021.

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- Aim to return to the school’s normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils’ knowledge with the aim of returning to the school’s normal curriculum content by no later than summer term 2021.
- Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils’ work) while avoiding the introduction of unnecessary tracking systems.
- Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.

All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.

Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.

Overview of Measures in Place when Teacher / TA Positive		
Positive Pupil	Class self-isolating Parent/Carers told by Public Health Letter	Teacher carry out remote lessons
Positive Teacher	Class self-isolating Parent/Carers told by Public Health Letter	Pupils to complete work similar to that in Summer 1 If a job share, the other teacher to carry out remote lessons TA undertake remote support by telephone
Positive TA	Class self-isolating	Teacher carry out remote lessons
Teacher self-isolating	Class in school	Teacher carry out remote lessons TA undertake support in class with aid of SLT Identified pupils out of class when appropriate

Provision for Children Self-Isolating because a Household Member is Positive
<ul style="list-style-type: none"> • Work accessed immediately through Tapestry for EYFS and Google Classroom for other year groups • White Rose Hub daily maths videos and worksheets made available a week in advance

Provision for Children Unable to Attend School as Shielding
<ul style="list-style-type: none"> • Weekly learning blocks and homework uploaded in line with what is being taught in school • Homework submitted and feedback issued through Tapestry / Google Classroom

Provision for Whole Year Group Self-Isolating and Teacher Well
<ul style="list-style-type: none"> • Children issued with a blank exercise book • Children will receive online provision via GoogleMeet • Teacher will adhere to school timetable as closely as possible – providing online lessons through Google Meet • Teacher will upload resources onto Google Classroom. • KS2 pupils will be expected to follow lessons online and complete given work • EYFS/KS1 pupils will be expected to complete core subjects with parental supervision • Feedback will be provided by the teacher to guide children with the next task and to praise for effort. All reasonable efforts will be made by teacher to do this promptly, bearing in mind their own work / life balance • Support staff (if well) will contact identified children on a weekly basis (for example SEND/deprived) to ensure their needs are being met. Support staff will also support those children in school on a rota basis.

Provision for Whole Year Group Self-Isolating and Teacher Unwell
<ul style="list-style-type: none"> • Children issued with a blank exercise book • Children will receive online provision via GoogleMeet • Prepared work to be uploaded onto Google. • SLT to carry out core subject input if only one class is self-isolating. • If a class share, the other class teacher will carry out lessons as above on their working days • Work will be uploaded every morning by 8am onto Google Classroom.

- The minimum expectation will be that pupils complete the maths and English tasks and that these are uploaded onto Google classroom.
- Feedback will be provided by SLT if only one class is self-isolating. If job share, all reasonable efforts will be made by teacher to do this promptly, bearing in mind their own work / life balance
- Support staff will contact identified children on a weekly basis (for example SEND/deprived) to ensure their needs are being met. Support staff will also support those children in school on a rota basis.

Provision for Whole School Closure

- Children issued with a blank exercise book
- Final remote learning plan communicated to parents, including provision for children of critical workers
- Rota implemented for the supervision of critical worker children. LSAs to supervise critical worker / vulnerable children, enabling teaching staff to facilitate remote learning
- Weekly recorded assembly for whole school
- Children will receive online provision via Google Meet
- Work of high quality and equivalent length to the physical school day will be delivered remotely, with a curriculum which is as close as possible to the physical school day.
- Teachers will give two half hour inputs per day – one on Maths and one on English. This will enable fair access to everyone, including those families that have more than one child but only one spare laptop/ipad etc. This will include phonics for EYFS/KS1 and SPaG for KS2
- Teachers will have live nurture session per week
- Specialist music teacher will lead a live online lesson per class per week
- Two wider curriculum sessions per week using BBC Bitesize or Oak Academy links, following the curriculum map.
- One RE lesson per week to follow termly planning
- Work will be uploaded every morning by 8am onto Google Classroom.
- The minimum expectation will be that pupils complete the maths and English tasks and that these are uploaded onto Google classroom for the teachers to mark.
- Feedback will be provided by the teacher to guide children with the next task and to praise for effort. All reasonable efforts will be made by teachers to do this promptly, bearing in mind their own work / life balance
- Support staff will contact identified children on a weekly basis (for example SEND/deprived) to ensure their needs are being met. Support staff will also support those children in school on a rota basis.
- Phone call home to all parents once every six weeks (one phone call per day).

Live Video Etiquette for Pupils

- Keep microphone muted unless the teacher asks you to unmute or answer a question.
- On camera, you need to be dressed appropriately, ideally in school uniform, prompt and ready to learn.
- We expect the same excellent behaviour at live lessons as we do at school.
- Make use of chat. You can ask questions, using written English, in the same way you would speak to teachers at school.

Live / Pre-Recorded Videos for Teachers

- For Safeguarding purposes, teachers need to be appropriately dressed and have considered the background carefully when recording lessons or carrying them out live.
- More than one member of staff should be on live Google Classroom or Google meet sessions, and there must always be more than one child present. In school Ipads could be used for this if teachers have laptops.

Arrangements for Specific Adults (This will be dependent on a range of factors such as how many of the adults below are not in school)	
Paul Alford positive	Annie Williams to take on role
Annie Williams positive	Paul Alford to take on role
Preeti Jhutti positive	Harri Martin & Annie Williams to take on identified tasks
Harri Martin positive	It should be possible to leave all tasks until Harri returns
Vicky Freshwater or Jenny Rouse positive	CleanGenie to take on role
Terry Healy positive	Paul Alford / Terry Hankins to take over key tasks.
Kate Worts Positive	S4A to take over Breakfast Club
Teacher / TA	See 'Measures in Place When a Teacher/TA is Positive'

Staff Working From Home
<p>If you are self-isolating, you will be classed as working from home. Working from home for some staff can be problematic because of their role. The Headteacher will contact you with clear information on the work they would like you to complete whilst at home. This will be different for staff across the school due to their roles. You may also be asked to carry out duties that you are not normally responsible for, but which, under the circumstances, are appropriate to complete.</p> <p>All members of staff can remotely access their Google Drive account. You can edit and create all documents online without saving to your computer. This ensures that any offsite work for members of staff without a school laptop is GDPR compliant.</p>

Staff with COVID-19 Symptoms
<p>If you develop symptoms of COVID-19, you must contact the school and inform us of your change in circumstance. If you receive a positive test you will no longer be classed as 'working from home'. You will not be expected to complete any work for school or deliver any lessons until you are well enough to do so.</p>