

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

EYFS, Year 1 and 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 individual child or small group (10 children or less) needing to quarantine.	Follow the school lockdown strategy for children in quarantine. <u>Year 1 and 2 will use Teams as a platform for remote learning</u> <u>EYFS will use Tapestry as a platform for remote learning</u> Remote learning lessons will be provided for the children at home. <u>Pre-recorded lessons will be provided via PowerPoint</u> <u>Stories will be pre-recorded and uploaded for pupils to access.</u> The class teachers need to provide the children/parents with logins and passwords to all the learning platforms that they require the child(ren) to access at home.	Headteacher to inform the staff and the Trust about attendance data, any children testing positive and any decisions to isolate groups of children. They must communicate with the parents, and every member of staff – provide daily updates to ensure there is a good level of communication and everyone is being supported (wellbeing). Teachers will plan blended learning lessons and add a section on to their planning format so that they are considering the needs of real, live, and remote lessons for all children. After school online chats with the families will be necessary for support and reassurance. Teachers <u>and office staff</u> will provide the children with logins and passwords to all learning platforms. This document is saved so that staff have access to share	Class Teacher	To use a blended learning lesson plan for real and virtual lessons. Pre-recorded lessons will be provided via PowerPoint. Links to pre-recorded lessons will be used (Maths, Phonics, Storytime & Reading) and uploaded to Tapestry. If possible, deliver 'live' lessons via Tapestry so the children can join in at home. <u>Year 1 and 2 will use Teams as a platform for remote learning</u> <u>EYFS will use Tapestry as a platform for remote learning</u> Use Tapestry so that the teacher can communicate separately with them and upload work and links.	Communicate through Tapestry but use The Oak Academy, White Rose, the BBC websites and Numbots - all contain lessons for every year group. Teachers to use the Trust recorded phonics lessons. (See links below) Focus on English, maths, phonics and reading. 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. The teacher will plan learning tasks linked to these clips and upload these to Tapestry.
			LSA/TA	Tapestry - support the class teacher to deliver the lessons and communicate with the children at home during the lesson.	
			IT Technician	Support the class teacher with the technology before and at the end of the lesson. Make sure the lessons are uploaded to the <u>Teams</u> /Tapestry for the children to access for catch-up learning whether the lesson is live or not.	

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	<p>The teacher will keep a copy of the login details so that they can communicate the login details to the parents if they are misplaced or forgotten.</p> <p>In the event of pupils not having access to devices we will provide paper copies of work that will be delivered home.</p>	with parents/carers in the event of self-isolation/quarantine.	Deputy Headteacher / SLT	<p>Ensure the Teachers/ LSA /TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on and Tapestry.</p> <p>Check that the Technicians can provide the correct support, notify the Trust if additional technical help is required.</p>	The children will respond to the learning task via Tapestry and teachers will respond with a written or a verbal comment.
			Headteacher	<p>Maintain links with the families of the children. Deliver updates via assemblies for the children and parents and post updates for staff via Tapestry/Teams.</p> <p>Monitor the live and pre-recorded lessons on Tapestry.</p> <p>Regular meetings with the teachers of those children.</p>	
Tier 2 (14 days)	School Response	Teachers Who to Inform?	Key Activities/Timetable		
			Who?	What?	Planned Pathway for Oak Academy Lessons, and Live Video Chat
<p>In the event of a year group lockdown (partial).</p> <p>1 to 3 classes in the same year group.</p>	<p>Follow the school lockdown strategy for children in quarantine.</p> <p>If the teachers do not test positive for the virus, they can still teach the children through remote learning.</p> <p>The children will be taught the same lessons using the blended learning planning format.</p>	<p>Headteacher will need to inform all staff of procedures at a staff meeting.</p> <p>Headteacher to inform the Trust about attendance data, any children testing positive and any decisions to isolate groups of children.</p> <p>They must communicate with the parents, and every member of staff – provide daily updates to ensure there is a good level of communication and everyone is being supported (wellbeing).</p>	Class Teachers	<p>To use a blended learning lesson plan for real and virtual lessons.</p> <p>Pre-recorded lessons will be provided via PowerPoint. Links to pre-recorded lessons will be used (Maths, Phonics, Storytime & Reading) and uploaded to Tapestry <u>(EYFS) and Teams (Year 1 and 2)</u>.</p> <p>If possible, deliver 'live' lessons via Tapestry so the children can join in at home.</p> <p>Use Tapestry <u>and Teams</u> so that the teacher can communicate separately with them and upload work and links.</p>	<p>Tapestry and the Oak Academy, White Rose, the BBC websites and Numbots will be used - all contain lessons for every year group. Teachers to use the Trust recorded phonics lessons. (See links below)</p> <p>The class teacher will plan and provide the children with a timetable that is linked to their year groups curriculum.</p>

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<p>Stories will be pre-recorded and uploaded for pupils to access.</p> <p>The class teachers need to provide the children/parents with logins and passwords to all the learning platforms that they require the child(ren) to access at home.</p> <p>The teacher will keep a copy of the login details so that they can communicate the login details to the parents if they are misplaced or forgotten.</p> <p>Lessons would be recorded (via PowerPoint) and uploaded so that children could replay the lesson or watch it later in the day if they missed it.</p> <p>The remote learners would upload their work to Tapestry <u>(EYFS) and Teams (year 1 and 2)</u>-</p> <p>In the event of pupils not having access to devices, we will provide paper copies of work that will be delivered home.</p>	<p>Teachers must plan remote learning lessons and add a section on to their planning format so that they are considering the needs of real, live, and remote lessons for all children.</p> <p>Technician helpdesk for the year group will be necessary to support parents with possible Broadband/Wi-Fi issues.</p>	LSA/TA	<p>Tapestry / MS Teams - support the class teacher to deliver the live lessons or pre-recorded and communicate via 'chat' with the children at home during the live lesson.</p> <p>TA to support with verbal feedback.</p> <p><u>Pastoral staff to use</u> video chat/phones for vulnerable and disadvantaged children.</p>	<p>A pathway of learning will be planned using these websites so that the children can access the correct subjects and knowledge/ skills.</p> <p>The teacher will need to plan learning tasks linked to these clips and upload these to Tapestry for the children to complete and return.</p> <p>The teacher/ LSA will mark the learning task online and give feedback either at the end of the school day or during afternoon sessions.</p> <p>Teacher to contact groups of children twice per week via chat/phone.</p>
		IT Technician / Blended Learning Champion	<p>Support the class teacher / TA with the technology before and at the end of the lesson.</p> <p>Make sure the lessons are uploaded to Tapestry <u>/Teams</u> or for the children to access for catch-up learning whether the lesson is live or not.</p>	
		Deputy Headteacher	<p>Ensure the LSA/TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on Tapestry <u>/Teams</u>-</p> <p>Check that the Technicians can provide the correct support, notify the Trust additional technical help is required.</p>	
		Headteacher	<p>Maintain links with the families of the children.</p> <p>Deliver updates via assemblies for the children and parents and post updates for staff via Tapestry/Teams.</p> <p>Monitor the live and pre-recorded lessons in Tapestry <u>and Teams</u>-</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, and Live Video Chat
			Regular meetings with the teachers of those children.		
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) Localised or national lockdown	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. Children at home will be taught remotely by another teacher, supported HLTAs and TAs. Pre-recorded lessons will be taught in the morning – Maths and Phonics. Lessons would be recorded (via PowerPoint) and uploaded so that children could replay the	The Headteacher will inform all staff of any changes daily at an inset session/staff meeting. The Headteacher will need to inform the Trust about any children testing positive, children/families not engaging with the remote learning, difficulties with digital devices, key issues regarding vulnerable/ disadvantaged children/families, information about staff testing positive and remote learning issues. Teachers will create an online learning timetable for the week with links to the lessons. Teachers will plan remote lessons using their planning format so that they are considering the needs of all children.	Class Teachers	To use a remote learning lesson plan for real and virtual lessons. Record all core lessons (Maths, Phonics, & Reading) and upload to MS Teams. Deliver <u>Pre-recorded</u> live lessons via Tapestry (?) / MS Teams to all the children at home. Set learning tasks on Tapestry, mark them, give feedback and return.	Use Tapestry and The Oak Academy, White Rose, the BBC websites and Numbots. 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. The teacher will plan learning tasks linked to these clips and upload these to Tapestry for the children to complete and return.
			LSA/TA	<u>Teams/Tapestry</u> - support the class teacher to deliver the lessons and communicate with the children at home. TA to support with online marking and verbal feedback. <u>Use video chat/phone for vulnerable and disadvantaged children. Pastoral to contact to vulnerable and disadvantaged children</u>	

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<p>lesson or watch it later in the day if they missed it.</p> <p>In the afternoon, the year group will receive the same lesson from a 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 will access this lesson whilst the teachers who taught in the morning would mark the assignments and send feedback to the children. Stories will be pre-recorded and uploaded for pupils to access.</p>	<p>Teachers will work on a rota to support children remotely and in school.</p> <p>One to one support staff will also provide online lessons/ 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</p> <p>If the TAs and HLTAs are not in school, then they will be directed by the class teacher to support children remotely. They will contact vulnerable children and show them how to use Tapestry 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</p> <p>Maintain contact with key children and families via Tapestry/phone. Contact the children and the families using the chat. Inform the class teacher through MS Teams –</p>	<p>IT Technician / Blended Learning Champion</p>	<p>Support the class teacher / TA with the technology before and at the end of the lesson.</p> <p>Make sure the lessons are uploaded to Tapestry for the children to access for catch-up learning whether the lesson is live or not.</p>	<p>The teacher/ TA will mark the learning tasks online and give feedback during the afternoon.</p> <p>Teacher to contact groups of children twice per week via chat/phone.</p> <p>School must support the disadvantaged children and supply a device for lockdown where possible.</p>
		<p>Deputy Headteacher</p>	<p>Ensure the LSA/TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on Tapestry / MS Teams. Check that the Technicians can provide the correct support, notify the Trust if additional technical help is required.</p>	
		<p>Headteacher</p>	<p>Maintain links with the families of the children.</p> <p>Deliver updates via assemblies for the children and parents and post updates for staff via Teams.</p> <p>Monitor the live and pre-recorded lessons.</p> <p>Regular remote meetings with the teachers and LSAs.</p>	

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		<p>keep them notified of communications and changes.</p> <p>Deputy Headteacher To monitor the lessons, assignments, and the conversations on Tapestry. Check that the safeguarding policy is being adhered too by pupils, teachers, and parents.</p> <p>Headteachers Communicate via Tapestry/ MS Teams via Stream. Weekly assemblies, parent updates, staff updates and staff meetings. Video chats/phone calls with vulnerable families etc.</p>	ELSA/SEND	Maintain contact with key children and families via Tapestry/phones. Contact the children and the families using chat/phones. Update outside agencies.	
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 in the school needing to go into lockdown. Full lockdown/ localised or national	Teachers would still be expected to deliver lessons to their class through the learning platform. The structures would be like those listed in Scenario 3.	See above	See above	See above	See above

Notes:

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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 TA. Teachers would provide lesson plans and resources for TA. (20-minute sessions – recorded so that that parents can view it and play it back for their child.)	CPD planned for support staff in the use of Tapestry.
ELSA support – ELSA sessions to be conducted through online platform.	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.

Discovery Phonics Weblinks

 Phase 2- <https://www.youtube.com/playlist?list=PLLT-p7WTVBXWSYpWaS4C2utyYUWFnlAZu>

 Phase 3- <https://www.youtube.com/playlist?list=PLLT-p7WTVBXU3TY-00kHCBsD3hCsmX1f1>

 Phase 5- <https://www.youtube.com/playlist?list=PLLT-p7WTVBXxvctrWx96RsH7CCLRIj3gD>
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

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- 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.

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 with their parents, 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. Watch Class teacher video (max 5 mins) explaining the day ahead				
P1 9.00-9.50	Maths	English—Phonics	Maths	English—Phonics	Project Days (Humanities focus) of Intervention ——— Activities (Enrichment Groups) STEAM
Break 9.50-10:30					
P2 10.30-11.20	English—Phonics	Maths	English—Phonics	Maths	
P3 11.30-12.00	Reading practice	Reading practice	Reading practice	Reading practice	
Lunch 12.00—13.00					
P4 12.00-14.00	Home Projects set by teacher				
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 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.				
P1 9.00-10.00	Maths	English – Grammar/ Phonics	Maths	English – Spelling/ phonics	Maths
Break - 10.00-10:30					

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"> LMS Educational games/programs Communication tools Cloud documents 	
Instructional Steps			
Date: Hook Hook student interest with something such as: <ul style="list-style-type: none"> A challenge question An anecdote A physical item A digital resource (e.g. video) 		At-home students: Hook Engage at-home students by: <ul style="list-style-type: none"> Posing a challenge question digitally on LMS in advance Recording a video Linking a thought-provoking online resource that connects with topic. 	
Introductory set Set student expectations for the lesson by explaining: <ul style="list-style-type: none"> The learning goals Relevance of the learning Activities Final product to be generated 		Introductory set Set student expectations for the lesson clearly and succinctly. This could be written or recorded as a video.	
Instruction Direct instruction of the learning content.		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 Break the activity down into clear, scaffolded steps.		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 LMS Web research Editable documents or PDFs Gamified learning programs 	
Feedback Assess student learning/progress via the work that has been completed.		Feedback Deliver feedback on learning via: <ul style="list-style-type: none"> Written comments emailed or posted on LMS Voice recordings 	
Conclusion <ul style="list-style-type: none"> Set homework if required Indicate next part of the learning sequence (i.e. outline next lesson). 		Conclusion <ul style="list-style-type: none"> Instruct students of preparations for next lesson Set 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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P2 10.30-11.30	English – Grammar/ Phonics	Maths	English – Grammar/ Phonics	Maths	English – Grammar/ Phonics
P3 11.30-12.00	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study	Short Comprehensions/ Novel study
Lunch - 12.00 - 13.00					
P4 13.00-14.00	Learning journey* (see individual year group timetables)				
P5 14.00-15.00	Connect Time – accessing century/TTrackstar/AR reader Finish the day by listening to pre-recording of the class text				

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KS1 Timetable

FS1 Timetable					
Time (GST)	Monday	Tuesday	Wednesday	Thursday	Friday
R1 9.00- 9.30	Registration & Basic Skills Parents to register attendance using Tapestry Children to carry out some 'Basic Skills' games with an adult where possible Watch Class teacher video (max 5 mins) welcoming to class and explaining the days focus - This will be posted on Tapestry				
P1 9.30- 10.00	Phonics Activities available to all children (Will be posted onto Tapestry)				
Break 10:00-10:30					

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P2 10.30- 11:30	Teacher Input This will be posted onto Tapestry. This will Cover all other areas of EYFS Learning and Development. There will be one different activity a day posted; this could be: <ul style="list-style-type: none"> - Personal, Social and Emotional - Communication and Language - Physical Development - Maths - Literacy - Expressive Arts and Design - Understanding of the World There will be a Question and Answer session at the end of the Teacher input.
P3 11:30- 12.00	Free-flow activities Your class teacher will share some ideas for activities that you can do around the house, to help develop your child's skills according to the day's focus. This may be: <ul style="list-style-type: none"> - Mark making patterns/ Name writing - Fine motor activities/ Playdough - Movement and dancing These will be a bank of activity ideas to draw upon to mirror our classroom 'Free-Flow' activities.
Lunch 12.00-1.00	
P4 1.00- 1.30	Storytime Stories will be posted from Teachers/ Support Staff/ Other Teachers from across the Trust. These will be posted on Tapestry
P5 1.30 - 3.15	Connect Time An opportunity to discuss the days learning with the class teacher and ask questions using Tapestry - Direct to class teacher on Tapestry. There will be an opportunity to evaluate the days learning on Tapestry.