

SPRINGWOOD HEATH PRIMARY SCHOOL



Contingency Plan for the Education of all pupils at Springwood Heath Primary School during Covid-19

Policy to be reviewed annually

Policy agreed by Governing Board: January 2021

Signed: *Mr. Ian Hunt*

Contingency Plan for the education of all pupils at Springwood Heath Primary School during Covid-19

Scenario 1: In the event of an individual pupil going in to self-isolation, a 'bubble' lockdown, or a whole school lockdown

Step 1: Parent/carer phones school to notify of self-isolation / waiting on a test.

Step 2: Office will ask if seesaw is accessible from home, if not paper copies will be arranged to send home the next day.

Step 3: Teacher will be notified and the teacher will set work for the child at the end of the school day of the first notification, for the following school day.

Step 4: Paper copy (2-week package) to be delivered by office staff.

	Tapestry (EYFS) Seesaw (Year1-6) (updated daily) Work to meet the needs of the individual child	Paper (2-week package) Work to meet the needs of the individual child
Nursery	Tapestry Oak Academy Maths/White Rose Maths RWI lesson videos & Oxford Owl ebooks (if appropriate) Oak Academy Literacy Activities to engage children for all Areas of Learning Keep communication up with families	Oak Academy Maths/White Rose Maths activities (printed) Oak Academy Literacy RWI printed activities Activities to engage children for all Areas of Learning. Reading books if requested.
Reception	Tapestry Oak Academy Maths/White Rose Maths Oak Academy Literacy unit RWI lesson videos & Oxford Owl ebooks Oak Academy 'Understanding of the World' or Music or RHE (PSHE) Activities to engage children for all Areas of Learning Keep communication up with families	Oak Academy Maths/ White Rose Maths activities (printed) Oak Academy Literacy unit (printed) RWI printed activities Activities to engage children for all Areas of Learning. Reading books if required.
Years 1 & 2	See Saw Maths – National Oak Academy lesson plus use of Classroom Secrets/Bitesize as appropriate English – National Oak Academy lesson plus use of Power of Reading/ Classroom Secrets if appropriate Read Write Inc. Phonics Oxford Owl eBooks TT rockstars Espresso Language Angels Wider curriculum activity Daily reading	Reading book (if not already at home) Maths worksheets Phonics worksheet Comprehension worksheets Handwriting worksheets Grammar worksheets Wider curriculum activities
Years 3, 4, 5 & 6	Maths – National Oak Academy lesson plus use of Classroom secrets/Bitesize as appropriate English – National Oak Academy lesson plus Power of Reading/Classroom Secrets as appropriate Read Write Inc. Phonics Oxford Owl eBooks TT rockstars Espresso Language Angels	Reading book (if not already at home) Maths worksheets Phonics worksheet Comprehension worksheets Handwriting worksheets Grammar worksheets Wider curriculum activities

	Wider curriculum activity Daily reading	
Expectations of checking work for self-isolation	Teachers to acknowledge all completed work and to provide feedback and guidance if necessary.	Teacher to communicate with parents/carers weekly to ensure that work is appropriate; this can be through Seesaw or on the phone if they are not connected.
Expectations of checking work during a lockdown	During school working hours: 9am to 12pm / 1pm to 3pm.	Teacher to communicate with parents/carers weekly to ensure that work is appropriate; this can be through Seesaw or on the phone if they are not connected.

Expectation of the parent/carer

We expect parents/carers to support their child's education at home. Seesaw and paper activities can be accessed at any time of the day, suitable for the individual family. On the school website (visit your year group) we have given advice on how to engage the child at home and the length of time expected for the child to engage in learning activities (paper copies available upon request).

Scenario 2: In the event of a class teacher in self- isolation (well and able to work from home)

Children will follow their usual timetable in school. The class teacher will continue to support remote learning by setting tasks for other pupils in isolation, homework activities and the weekly planning for the rest of the class. A qualified adult will supervise the class.

Scenario 3: In the event of a class teacher being unwell and unable to deliver remote learning during full school opening

A qualified adult will take classroom responsibilities including remote learning with the support of the TA.

Scenario 4: In the event of a class teacher being unwell and unable to deliver remote learning during a bubble closure or whole school closure

In event of this happening the school would hope to identify staff to support the children with their learning. This will initially involve the staff from the same year group. If 2 teachers are unwell in the same year group, then the school would hope to identify staff to support both classes. If this could not happen, it may result in the children having limited access to teaching during the day.

Scenario 5: In the event of a self-isolation / closure, the child will not engage in home learning tasks

If this happens, we would urge parent/carers to contact school via telephone 0151 427 7759 or email springwood-ao@springwoodheath.co.uk A member of staff will contact you to discuss barriers to learning. Our Learning Mentor may become involved with the family to support the well-being of the child. This will be done via telephone conversations.

We understand this can happen for a number of reasons. We will try and work with the family to encourage the child to re-engage. Seesaw activities can be completed by the child at any time of the day, at a time suitable for the family.

The mental well-being of both parent/carer and child is also of importance to the school. We know there may be difficulties and we just ask everyone to do their best in supporting the learning that the school is providing.

As we work through this together, it is likely that we will face challenges. We will continue to reflect upon practice and so therefore further modifications and enhancements are likely to be introduced. We recognise that parent/carers will have different expectations and different opinions at different times. Decisions will continue to be made with the knowledge, timescales and resources school has at that time and we ask all parent/carers to work with us in line with our school spirit. Unreasonable expectations or unfair comparisons sadly take efforts away from what we always strive to do which is to further improve our provision. We welcome ideas, suggestions and solutions so that together we work harmoniously for parent/carers, staff and our pupils.
