

Abbot Alphege Academy



Coronavirus (COVID-19): Contingency Plan

Updated January 2021

Coronavirus (COVID-19): Contingency Plan

Please note: this plan has been created in line with the advice regarding contingency planning in the DfE's ['Full opening guidance: schools'](#). Every local lockdown will be different depending on the circumstances of the area (and will often not include periods of closure for primary schools). If a local or national lockdown is implemented and we are required to close to most pupils, Abbot Alphege Academy will follow the government guidance, or the specific guidance for our area. We will ensure this plan is updated in line with national government guidelines regarding the operation of schools during local or national lockdowns.

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The aim of this plan

If our local area sees a spike in coronavirus (COVID-19) infection rates that is resulting in localised community spread, the appropriate authority will decide which measures to implement to help contain the spread – these measures could include the partial closure of schools in the area. It is also possible that rising infection rates nationally could result in a national lockdown that includes closing primary schools to most pupils.

This document outlines how Abbot Alphege Academy will operate if a lockdown is implemented and our school needs to close to all but the children of critical workers and vulnerable children. If a lockdown is implemented in our area, the school will work closely with the local health protection team (HPT) and implement provisions as advised by the team.

This is a live document that will be reviewed by the Head Teacher in conjunction with other key stakeholders as and when the situation develops.

On-site provision

Pupils

The school will continue to offer on-site provisions for eligible pupils – eligible pupils are likely to be vulnerable pupils and children of critical workers. This list will be updated at the start of every term, via conversations with our parents. As before, the school will openly communicate with parents regarding eligibility.

The number of pupils who will be attending school, on any day, from these groups will be identified by asking parents to contact the school office to secure the place. This number will be used to agree what staffing resource is required.

Vulnerable pupils and children of critical workers are permitted to travel into and out of the area for education – this includes parents taking their children to school.

In circumstances where a parent or carer of a child with a social worker does not want their child to attend the school, the school and the child's social worker will explore the reasons for this directly with the parent or carer, and work together with them to support the child to attend. A specific plan, including a risk assessment, will be in place in order to support the family.

The Head Teacher will work with all relevant staff to decide appropriate pupil bubbles. We will work on the basic principle that class sizes are at least halved (with no more than 15 pupils per bubble) and that at least one teacher will be allocated to each bubble. Where there are teacher shortages, support staff may be asked to lead groups under the direction of a teacher. We will separate our KS1 and KS2 bubbles in order to maintain the integrity of the bubbles used whilst school is open as normal.

We will also ensure that all appropriate support is in place for those pupils with SEND who are attending school, with interventions and specific pupil work continuing to take place during this time as much as possible.

Pupils will be kept in the same bubbles at all times each day, and different groups will not mix during the day, or on subsequent days. The same staff will be assigned to each bubble and, as far as possible, staff will stay assigned to the same bubble during the day and on subsequent days.

Staff

Critical workers, which includes school staff, are permitted to travel into and out of the lockdown areas to get to work, in order to maintain provision for pupils who will be attending on-site provision.

If shielding measures are reintroduced due to the lockdown, affected members of staff will be supported to work from home or the appropriate leave or pay measures will be discussed.

Staff with roles that must be undertaken on site (e.g. teachers) will be asked to come into school to deliver provision, unless they are shielding or self-isolating. Staff members who are able to carry out their role from home will be supported to do so.

An audit of all staff will be conducted to assess who is able to work on site and who will need to work from home due to their underlying health issues or those of the people they live with. The audit will be reviewed on a continuous basis to establish whether the circumstances of any staff member have changed.

If any staff member has concerns regarding working on the school site, they will discuss these concerns with their line manager.

Appendix B outlines various staffing scenarios and possible solutions.

Infection prevention and control

The school's Infection Control Process will continue to be adhered to – this process meets the requirements set out in the DfE's system of controls.

Any member of the school community who displays symptoms of coronavirus will be encouraged to get a test. Tests can be booked online or ordered by telephone via NHS 119. Essential workers, including school staff, have priority access to testing. The flow chart will be circulated to parents and carers on a weekly basis throughout any lockdown.

If a pupil develops symptoms of coronavirus while on site, they will be taken to a designated Isolation Room (small room opposite Head Teacher's Office) while they wait to be collected. If required, the pupil will be supervised while they await collection. If the supervising member of staff is unable to maintain social distancing, e.g. due to the pupil's age or needs, they will wear PPE (this PPE is kept in a box within the 'Isolation Room'). After the pupil has left the premises, any areas they were in will be thoroughly cleaned. The pupil's parents will be encouraged to get their child tested. The pupil will be required to self-isolate for at least 10 days – remote education will be arranged for them immediately.

If a staff member develops symptoms while on site, they will be directed to go home to self-isolate and to get a test. Cover arrangements will be put in place.

Any staff members or pupils who have been in close contact with a symptomatic individual may need to self-isolate.

If an individual tests positive, the school will contact the local HPT and PHE. The individual's close contacts at school will be sent home to self-isolate for 10 days and encouraged to get a test if they develop symptoms. If more individuals test positive, the school will follow advice from the local HPT, which may include requiring more people to self-isolate.

Transport

Pupils and staff that have to attend school will be encouraged to walk or cycle wherever possible and to avoid public transport. If pupils and staff need to use public transport, they will be reminded that those over the age of 11 are required to wear a face covering while travelling.

Remote education

If the school is required to close to most pupils, the school will offer immediate access to remote education for pupils who are required to remain at home. If a single class or bubble needs to self-isolate, the school will immediately implement remote learning for that group.

All remote learning will be delivered in line with the School's Home Learning Policy.

Teaching and learning

All pupils will have access to high-quality education when remote working.

The school will use a range of teaching methods to cater for all different learning styles. This includes:

- comprehension, quizzes, online materials, videos, games, questioning and response

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- 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.

All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

In exceptional circumstances, the school may reduce its curriculum offering to enable individual pupils to cope with the workload – the Head Teacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly. This will be purely on a case by case basis.

Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

The school will utilise the support available through the DfE's ['Get help with technology during coronavirus \(COVID-19\)'](#) scheme. Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:

- Pupils in Years 3 to 11
- Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government and/or clinical advice
- Children in all year groups who are unable to access remote education whilst attending school on a hospital site

Before distributing devices, the school will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely.

Once devices are ready for collection, the school will either arrange for them to be collected by families from school or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process. Abbot Alphege Academy will make available any school iPads and, if possible, laptops, compatible with remote learning. An agreement will be signed by parents and the school before these devices are loaned.

Our approach to remote learning (please see Appendix A for detail)

In the event of a full closure, or the closure of a key stage bubble, pupils will be sent home with:

- Exercise books to record their learning in
- An equipment pack including items appropriate to their age and stage, e.g. pencil, ruler, rubber, sharpener, dry-wipe board pen, scissors, glue stick etc.;
- A list of their logins to appropriate online learning platforms e.g. Spelling Shed; TTRS

If the closure occurs before we are able to supply these to the children, these will be made available for collection as soon as practicably possible.

(Key Worker and Vulnerable Pupils remaining would have their equipment and information sent to their new Bubble).

The Head teacher will:

- Ensure those families entitled to Free School Meals will be provided with food or vouchers
- Ensure the home learning tasks set are to a high standard in line with year group expectations
- Monitor the phone logs to ensure families are called regularly and any issues are followed up
- Monitor the engagement of pupils learning
- Communicate regularly with families through Class Dojo, emails and phone calls
- Organise events to promote spirit in the community
- Meet daily with staff to address any positives and next steps (this could be in person or through virtual media)
- Respond to parents' queries and concerns
- Ensure the day to day running of 'remote' education and the learning and safety of those on site (Key Worker and Vulnerable Pupils)
- Provide remote assemblies

Class Teachers will:

- Follow their usual planning for all subjects
- Follow their usual timetable of learning each day, through a virtual platform
- Provide opportunities to ensure children understand their learning tasks, through Class Dojo and Zoom sessions
- Feedback to pupils on their uploaded learning

- Provide additional support for children/parents through phone calls, email or explanations via video messages
- Share a story time or check in video each day via Class Dojo
- Speak with all pupils on at least a weekly basis, either through remote contact or phone calls
- Monitor the daily engagement of pupils and contact the families of those not engaging to offer support
- Log any safeguarding concerns by immediately emailing or telephoning the DSL or Deputy DSL
- See also Appendix C for a quick reference guide to remote teaching at Abbot Alphege

Teaching Assistants will:

- Support the learning of pupils they usually work with
- Support the class teacher(s) they usually work with
- Record story time sessions or check ins
- Make weekly phone calls to pupils to check on their learning and well-being
- Log any safeguarding concerns by immediately emailing or telephoning the DSL or Deputy DSL
- Monitor work on Class Dojo

Safeguarding Team will:

- Call identified families regularly to offer support and check on children's well-being
- Liaise with outside agencies, including the Police as appropriate to need
- Take part in remote meetings as appropriate to need
- Conduct home visits to families unable to contact or who are causing concern
- Follow up any concerns promptly

Pupils/Parents will:

- Log on to the appropriate remote video sessions every day
- Watch all of the learning videos, taking a full and active part in them
- Complete the learning set by their teacher each day and upload their learning as requested by the teacher – photograph/video
- Watch their story time or check in each day
- Talk with their friends each day through safe streams used
- Use on line resources such as TTRS and Spelling Shed

Parents will:

- Set a clear routine with each child using the timetable and the daily learning set
- Read all communications that come out to ensure they are fully aware and up to date with news
- Support their children to complete all of the learning set
- Liaise with school staff and seek support on behalf of their child when needed, with class teacher via email or message on Class Dojo
- Ensure courtesy and politeness to any member of staff within any communication
- Provide access to the learning offered for their children

- Support their children by emailing the teacher pictures of completed work for assessment and feedback or uploading these to Class Dojo
- Liaise with school staff to communicate how well their child(ren) attempt the work set

Key Worker & Vulnerable Children:

If it is appropriate to be open to Key Worker and Vulnerable Pupils, they will be placed into Bubbles with 2 consistent members of staff (as far as this is possible).

They will complete all remote learning in alignment with that set for the rest of the children as much as possible.

Class Closures/Partial Closure

If a class, a Bubble, a number of classes, or a number of Bubbles have to close due to a positive COVID-19 test, then they will follow the procedure described for full closure.

Key Workers and Vulnerable Pupils would not be learning at Abbot Alphege Academy if they are part of any closed group due to a positive COVID-19 test.

If the class teacher is ill and unable to work, another member of staff will take over their role and ensure the remote learning is set up and running as described.

If an individual child is away from school for COVID related reasons, i.e. is required to self-isolate, individual learning will be provided by their class teacher that aligns with the learning of the rest of the class. This will be communicated via email to the family.

Returning to school

The Head Teacher will work with the LA/Trust to ensure pupils only return to school when it is safe for them to do so. Prior to the return of more pupils and staff, all relevant risk assessments will be reviewed.

After a period of self-isolation, or the lessening of lockdown restrictions, the Head Teacher will inform parents when their child will return to school.

The Head Teacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

Safeguarding

Ensuring safeguarding arrangements remain effective while the school is partially closed is a key priority.

Our Child Protection and Safeguarding Policy was updated (see Annex to Safeguarding Policy April 2020) during the national lockdown to include provisions for keeping pupils safe during the coronavirus pandemic – we will continue to follow these procedures for pupils who remain at home, where appropriate, until all pupils are able to return to school.

We will continue to ensure that:

- The best interests of pupils always come first.
- If anyone in the school has a safeguarding concern about a pupil, they act immediately.
- A DSL or deputy DSL is always available, either on site or via telephone.
- Unsuitable individuals are not permitted to work with pupils or come into contact with pupils whilst on site.
- Parents will be supported to keep their children safe online by providing links to resources and information.

Food provision

We will ensure measures are in place so that meals can be prepared and served safely for pupils who remain on site.

The school catering team will work with our food providers to ensure we can continue offering FSM to pupils and families who are eligible. Further details regarding this provision will be emailed to all parents in the event of a lockdown.

Communication

The school will communicate its plan for a local or national lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.

All relevant stakeholders will be kept up-to-date with the circumstances of the local lockdown and how it affects the school as they develop.

If any member of the school community wishes to discuss any concerns relating to the school's provision during this period, they should contact the following as appropriate:

- Staff – their line manager or Head teacher
- Pupils – their class teacher
- Parents – the Head Teacher

Monitoring and review

This plan will be reviewed continually in line with guidance from the government and Public Health England (PHE).

Any changes to the plan will be communicated to all relevant stakeholders.

Signed by:

_____ Head Teacher Date: _____

_____ Chair of governors Date: _____

Appendix A				
	Pipistrelle	Horseshoe	Barbestelle	Natterers
Individual self-isolating or shielding	Remote education in place to commence immediately Email directly to parents with resources for rest of the week.	Remote education in place to commence immediately Email directly to parents with resources for the week	Remote education in place to commence immediately Email directly to parents with resources for the week	Remote education in place to commence immediately Email directly to parents with resources for the week
	Time table for the week to be provided.	Time table for the week to be provided.	Time table for the week to be provided.	Time table for the week to be provided.
Group of children	Resources for the week, dialogue and discussion between teacher and home through Class Dojo to support and guide child.	Resources for the week, dialogue and discussion between teacher and home through Class Dojo to support and guide child.	Resources for the week, dialogue and discussion between teacher and home through Class Dojo to support and guide child.	Resources for the week, dialogue and discussion between teacher and home through Class Dojo to support and guide child.
	Rewards to be given in line with school policy.	Rewards to be given in line with school policy.	Rewards to be given in line with school policy.	Rewards to be given in line with school policy.
	Feedback to be given through ClassDojo to encourage and extend children's learning.	Feedback to be given through ClassDojo to encourage and extend children's learning.	Feedback to be given through ClassDojo to encourage and extend children's learning.	Feedback to be given through ClassDojo to encourage and extend children's learning.
	Printed resources available for pupils who are self-isolating, with 24 hours' notice.	Printed resources available for pupils who are self-isolating, with 24 hours' notice.	Printed resources available for pupils who are self-isolating, with 24 hours' notice.	Printed resources available for pupils who are self-isolating, with 24 hours' notice.
PROVISION – Oak National Academy lessons that align with current themes. White Rose Maths video lessons and resources. TTRS. Spelling Shed. Additional activities and tasks set by the class teacher which align with the learning of the rest of the children.				

SCHOOL OR BUBBLE CLOSURE – CONTINGENCY PLANNING				
Children to be sent home with: <ul style="list-style-type: none"> • Exercise books to record their learning in; • An equipment pack including items appropriate to their age and stage, e.g. pencil, ruler, rubber, sharpener, dry-wipe board pen, scissors, glue stick etc.; • A list of their logins to appropriate online learning platforms e.g. Spelling Shed; TTRS. 				
Curriculum sequence is aligned to published online resources and teaching videos	<p>Maths and phonics aligned to White Rose and Oak Academy used where appropriate</p> <p>Themed work will use Oak National Academy and align to planned curriculum</p> <p>Oxford Owl free e readers to be used to support reading at home</p>	<p>Maths, phonics and SPAG aligned to White Rose, Literacy Shed, TFW and Oak Academy</p> <p>Themed work will use Oak National Academy and align to planned curriculum</p> <p>Oxford Owl free e readers to be used to support reading at home</p>	<p>Maths, phonics and SPAG aligned to White Rose, Literacy Shed, TFW and Oak Academy</p> <p>Themed work will use Oak National Academy and align to planned curriculum</p> <p>Oxford Owl free e readers to be used to support reading at home</p>	<p>Maths, phonics and SPAG aligned to White Rose, Literacy Shed, TFW and Oak Academy</p> <p>Themed work will use Oak National Academy and align to planned curriculum</p> <p>Oxford Owl free e readers to be used to support reading at home</p>
High quality education resources, including online teaching from all staff	<p>Up to 30 minutes per day Maths and phonics</p> <p>Remainder of curriculum to be set in line with school expectations using remote resources.</p>	<p>Up to 1 hour minutes per day Maths, phonics and SPAG/writing</p> <p>Remainder of curriculum to be set in line with school expectations using remote resources.</p>	<p>1 hour plus per day maths and SPAG/writing</p> <p>Remainder of curriculum to be set in line with school expectations using remote resources.</p>	<p>1 hour plus per day maths and SPAG/writing</p> <p>Remainder of curriculum to be set in line with school expectations using remote resources.</p>
Online tools and resources to communicate	<p>All children/ parents have access through Class Dojo to communicate with their teacher and TA</p> <p>Individual Zoom sessions with parents if needed to support learning</p>	<p>All children/ parents have access through Class Dojo to communicate with their teacher and TA</p> <p>Individual Zoom sessions with parents if needed to support learning</p>	<p>All children/ parents have access through Class Dojo to communicate with their teacher and TA</p> <p>Individual Zoom sessions with parents if needed to support learning</p>	<p>All children/ parents have access through Class Dojo to communicate with their teacher and TA</p> <p>Individual Zoom sessions with parents if needed to support learning</p>
Home Learning Policy	In place and agreed by governors	In place and agreed by governors	In place and agreed by governors	In place and agreed by governors
Interaction – frequent, clear explanations of new	Class teacher	Class teacher	Class teacher	Class teacher

content, delivered by teacher in school or high quality curriculum resources or videos	Tasks set for the day, following planned curriculum, including planned clips Recorded stories Daily phonics session to be included in recorded lessons Weekly Zoom check in Additional individual Zoom sessions with children as need to hear priority readers	Tasks set for the day, following planned curriculum, including planned clips Recorded stories Daily phonics session to be included in recorded lessons Weekly Zoom check in Additional individual Zoom sessions with children as need to hear priority readers	Tasks set for the day, following planned curriculum, including planned clips Recorded stories Focus on key skills Weekly Zoom check in Additional individual Zoom sessions with children as need to hear priority readers	Tasks set for the day, following planned curriculum, including planned clips Recorded stories Focus on key skills Weekly Zoom check in Additional individual Zoom sessions with children as need to hear priority readers
Assessment	Through daily phonics Work uploaded onto Dojo (portfolio) Gauge progress through the curriculum, using question and other suitable tasks Teachers will check work at least once per day	Through daily phonics Work uploaded onto Dojo (portfolio) Through dialogue with parents Gauge progress through the curriculum, using question and other suitable tasks Teachers will check work once per day	Work uploaded onto Dojo (portfolio) Through dialogue with parents Gauge progress through the curriculum, using question and other suitable tasks Teachers will check work once per day	Work uploaded onto Dojo (portfolio) Through dialogue with parents Gauge progress through the curriculum, using question and other suitable tasks Teachers will check work once per day
Feedback – through questioning, dialogue with parents, photos and physical evidence of work	Gauge how well children are progressing through the curriculum, using questioning, dialogue (parents and children), feedback on work shared and physical workbooks returned to school	Gauge how well children are progressing through the curriculum, using questioning, dialogue (parents and children), feedback on work shared and physical workbooks returned to school	Gauge how well children are progressing through the curriculum, using questioning, dialogue (parents and children), feedback on work shared and physical workbooks returned to school	Gauge how well children are progressing through the curriculum, using questioning, dialogue (parents and children), feedback on work shared and physical workbooks returned to school
Printed resources for those who do not have suitable online access	Printed resources and stationary packs available for those who do not have resources at home	Printed resources and stationary packs available for those who do not have resources at home	Printed resources and stationary packs available for those who do not have resources at home	Printed resources and stationary packs available for those who do not have resources at home
Additional support for pupils with SEND	Depends upon individual needs	Depends upon individual needs	Depends upon individual needs	Depends upon individual needs

– Oak Academy resources yet to be printed	Zoom sessions for pupils who need additional support with TA TA targeted support for 1:1 pupils and vulnerable families Oak Academy resources (online from week 3)	Zoom sessions for pupils who need additional support with TA TA targeted support for 1:1 pupils and vulnerable families Oak Academy resources (online from week 3)	Zoom sessions for pupils who need additional support with TA TA targeted support for 1:1 pupils and vulnerable families Oak Academy resources (online from week 3)	Zoom sessions for pupils who need additional support with TA TA targeted support for 1:1 pupils and vulnerable families Oak Academy resources (online from week 3)
Daily lessons set via Class Dojo, with selected timetable for the day	Weekly timetable sent by Monday morning and then daily. Uploaded onto Class Dojo the night before in order to support parents with their planning	Weekly timetable sent by Monday morning and then daily. Uploaded onto Class Dojo the night before in order to support parents with their planning	Weekly timetable sent by Monday morning and then daily. Uploaded onto Class Dojo the night before in order to support parents with their planning	Weekly timetable sent by Monday morning and then daily. Uploaded onto Class Dojo the night before in order to support parents with their planning
Objectives for our curriculum	If a child or a group of children are away and do not access the learning, then our task in school is to ensure that they cover the objective Follow our planned curriculum so knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject	If a child or a group of children are away and do not access the learning, then our task in school is to ensure that they cover the objective Follow our planned curriculum so knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject	If a child or a group of children are away and do not access the learning, then our task in school is to ensure that they cover the objective Follow our planned curriculum so knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject	If a child or a group of children are away and do not access the learning, then our task in school is to ensure that they cover the objective Follow our planned curriculum so knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
Curriculum coverage	Daily timetable uploaded onto Class Dojo, ensuring all elements of curriculum. Ensure that programme is of equivalent length to the core teaching pupils would receive in school	Daily timetable uploaded onto Class Dojo, ensuring all elements of curriculum. Ensure that programme is of equivalent length to the core teaching pupils would receive in school	Daily timetable uploaded onto Class Dojo, ensuring all elements of curriculum. Ensure that programme is of equivalent length to the core teaching pupils would receive in school	Daily timetable uploaded onto Class Dojo, ensuring all elements of curriculum. Ensure that programme is of equivalent length to the core teaching pupils would receive in school
Additional Communication	Telephone calls to pupils/ parents (especially those not engaging)	Telephone calls to pupils/ parents (especially those not engaging)	Telephone calls to pupils/ parents (especially those not engaging)	Telephone calls to pupils/ parents (especially those not engaging)
	PROVISION – Oak National Academy lessons that align with current themes. White Rose Maths video lessons and resources. TTRS. Spelling Shed. Additional activities and tasks set by the class teacher which align with the planned curriculum for the class. Jigsaw resources to support PHSE.			

APEENDIX B – Possible scenarios for staff shortages

Scenario	Solution
A class teacher is away from school due to isolation/sickness	TA/HLTA to cover the class with the support of the Head teacher
More than one class teacher is away from school due to isolation/sickness	TA/HLTA timetable to be suspended and staff redeployed to cover. If this is not possible due to shortage of TAs/HLTAs, supply teachers will be engaged.
HLTAs are away from school due to isolation/sickness	PPA suspended and banked (for a maximum of one week). Head teacher to cover PPA where possible.
1:1 TAs are away from school due to isolation or sickness	TA/HLTA timetable to be suspended and staff redeployed to cover. Part time TAs asked to work additional hours.
DSL and Deputy DSLs are both absent from school with sickness or isolating	Sharon Badger from WASPS to support with urgent support. If DSL/ Deputy are isolating, they will support via phone and zoom.
Cook is away from school off sick or isolating	WASPS will support us with food cooked on WASPS site and delivered to school. WASPS may be able to support with casual staff to serve. If not, this will be shared among two members of staff with Food Hygiene certificates, and breaks will be given to them after lunch service.
Lunchtime Supervisors off sick or isolating	Head teacher to do lunchtime duties alongside all other staff on a rota basis, with duty lunches provided.
Breakfast Club and After School Club staff are sick or isolating	Both members of staff have Food Hygiene Certificates, so could cover each other if one is not available. In exceptional circumstances, BC and ASC would have to be suspended. This would be an absolute last resort.
Cleaner is off sick or isolating	All staff to take on some cleaning duties, with the caretaker paid additional overtime to support this.
Caretaker is off sick or isolating	Head teacher will open and close the site daily. Any non-urgent work will be delayed. If work is urgent, we will contact Andy Sellars for advice.
Office Manager is off sick or isolating	Head teacher to cover Office at crucial times. Admin staff at WASPS to support with processes (register, lunches etc.) All non-urgent work (finance, orders and so on) will be delayed until her return.
Insufficient First Aiders are on site	We will contact Andy Sellars for advice and ensure that a First Aider is available via telephone to support in urgent cases. We have a large number of First Aid trained staff, so this will only become a problem in extreme circumstances.

Head teacher is off sick or isolating	Caroline Ford will deputise, and cover will be arranged to enable her to be out of class. If Head teacher is isolating, she will work from home and any urgent matters can be referred to her. If both senior members of staff are off sick or isolating, we will have to consider if the school is safe to be open.
The minimum number of adults required to safely run our school	1 senior member of staff 4 class teachers 2 TAs/HLTAs

APPENDIX C – quick reference flow chart for teachers in the event of full or partial closure

Communicate timetable for the week to all parents via email. In first week of remote learning, also attach letter from Head Teacher explaining what we are providing, what our expectations are and what they should expect from us.

Each day – Communicate the following day’s timetable and plans to parents via Class Dojo, including all links to online learning platforms used in school as well as Oak National Academy and White Rose for video lessons and links to other resources needed.

At least once a day, respond to parent queries regarding the learning. Offer telephone calls or zoom conversations with **parents** if they need assistance with learning.

At least once a day, check children’s work that has been uploaded or emailed and offer **brief** individual feedback.

Each day, record a story telling session or a check in piece (short – 8 minutes’ maximum on Class Dojo) and upload to Class Dojo. Use Class Dojo to record brief explanations of learning where this is necessary or required.

Daily – monitor each child’s learning to check that all are engaged. Where children are not engaging with remote education, telephone parents to talk about possible barriers to this and seek a solution.

Once each week, arrange a Zoom call with the whole class either all together or in groups (**children**). Send out links to all parents via email (groups are set up in the office). Where possible, these calls should be done from school. If at home, ensure that you use a neutral space with a plain wall and ensure that you pay attention to dress code. Focus on positive feedback, responded to common queries or difficulties, and enable the class to continue feeling like a community of learners.

NB: for children who do not have access to technology, we are able to order a certain number of laptops for their use. If it is not possible to supply these quickly, these children will need printed work packs prepared for them each week.