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Covid-19 Contingency Planning for Parents/Carers

Scenario 1: Child absent (self-isolating but not unwell)

School expectations:

- In this scenario, our staff will continue to be class facing. Therefore, parents will be given access to a google-drive folder of resources or this will be sent via Class Dojo and Tapestry (Foundation Stage).
- If printed resources are required, this can be arranged.
- Children who have top up funding will be invited to a daily google-meet to work on their Individual Support Plan targets.

Parent expectations:

- Ensure your child has access to the resources provided.
- Contact your child's class teacher through Class Dojo and Tapestry (Foundation Stage) if any issues arise.

Child expectations:

- Complete one English task (spelling, grammar, writing), one reading and one maths task per day as a minimum.
- Tell your parent/carer if you struggle with any of the work.
- Bring the work to school on your return.

There is no expectation for your child to complete any work if they are ill.

Scenario 2: Staff member absent (self-isolating but not unwell)

The teacher will continue to provide the planning and resources for their class and will check in daily with the member of staff who is covering in their absence. The teacher will also support key teaching sessions through google-meet.



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Scenario 3: Bubble collapses

In this eventuality, it would mean that a staff member or child within the bubble has tested positive, resulting in the bubble needing to self-isolate for 14 days.

School expectations:

- The class would move to remote learning. The following learning tasks would be set daily on Class Dojo, with links to the specified learning platform:

Years 1-6:

Maths- White Rose

English- Oak Academy

Spelling/phonics-Oak Academy

Broader curriculum- Oak Academy

Teachers have cross-referenced these resources to our school curriculum and taught the children how to access and use each platform.

A pack of resources to support learning will be sent home with each child (Maths Pack, reading books)

Foundation Stage:

Daily learning tasks will be set on Tapestry with links to the specified learning platform (if applicable):

Maths- White Rose

English- Oak Academy

Spelling/phonics-Oak Academy/ Phonics Play

Broader curriculum- Oak Academy



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Scenario 3: Bubble collapses (continued)

- Staff will hold google-meets daily to address any misconceptions, allow children to ask questions and prepare children for the next steps in their learning. For Foundation Stage, parents are invited to attend the meeting:
Google-meet daily:
Polar Bears and Snow Leopards: will advise via Tapestry

Tigers: 9-9.30am
Elephants: 9.30 - 10.00am
Penguin: 10.00 - 10.30am
Lions: 11.00 - 11.30am
Turtles: -1.00 - 1.30pm
- Staff will provide a rough guide as to the amount of time that should be spent on each task.
- Staff will also hold a weekly google-meet circle time with their classes. Times to be arranged.
- Staff will keep an overview of all work posted on Class Dojo and Tapestry (Foundation Stage). For writing they will give each child a positive comment and one area for improvement.
- Children who have top up funding will be invited to a daily google-meet to work on their Individual Support Plan targets.
- Where children do not have access to technology and school is unable to support access, printed resources will be provided.



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Scenario 3: Bubble collapses (continued)

Parent expectations:

- Ensure your child has access to appropriate technology. (Please contact school if your child is entitled to FSM and you require support with this.)
- Ensure your child is completing the tasks set and posting their work onto their portfolio on Class Dojo or Tapestry (Foundation Stage)
- Post your child's work on Tapestry (Foundation Stage)
- Ensure your child joins their class's google-meet at the appropriate time and date.
- Contact school if your child is unwell and therefore, unable to access remote learning.
- Contact school if your child needs additional support.

Child expectations:

- Complete the work set for you daily.
- Post your work onto your portfolio on Class Dojo.
- Tell your parent/carer if you struggle with any of the work.
- Actively participate in your class's google-meets.



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Scenario 4: Bubble collapses (teacher unwell)

In this eventuality, it would mean that a staff member or child within the bubble has tested positive, resulting in the bubble needing to self-isolate for 14 days.

School expectations:

- Learning will continue to be posted. However, no google-meets will go ahead until the class teacher is well again.
- Children who have top up funding will be invited to a daily google-meet to work on their Individual Support Plan targets.
- A member of staff will continue to have an overview of the children's work on portfolio and provide feedback as in Scenario 3.
- Where children do not have access to technology and school is unable to support access, printed resources will be provided.

Parent/carer expectations:

- Ensure your child has access to appropriate technology. (Please contact school if your child is entitled to FSM and you require support with this.)
- Ensure your child joins their class's google-meet at the appropriate time and date.
- Ensure your child is completing the tasks set and posting their work onto their portfolio on Class Dojo.
- Post your child's work on Tapestry (Foundation Stage).
- Contact school if your child is unwell and therefore, unable to access remote learning.
- Contact school if your child needs additional support.

Child expectations:

- Complete the work set for you daily.
- Post your work onto your portfolio on Class Dojo.



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- Tell your parent/carer if you struggle with any of the work.

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Scenario 5: Lockdown (Key worker children in school)

In this eventuality, it would mean that there has been a regional or national lockdown with the closure of schools to all children but key workers and vulnerable learners. As this scenario is likely to be longer term, all children will access on-line learning, with daily opportunities for live teaching for everyone.

School expectations:

- The class would move to remote learning. The following learning tasks would be set daily on Class Dojo, with links to the specified learning platform:

Years 1-6:

Maths- White Rose

English- Oak Academy

Spelling/phonics-Oak Academy

Broader curriculum- Oak Academy

Teachers have cross-referenced these resources to our school curriculum and taught the children how to access and use each platform.

A pack of resources to support learning will be sent home with each child (Maths Pack, reading books)

Foundation Stage:

Daily learning tasks will be set on Tapestry with links to the specified learning platform (if applicable):

Maths- White Rose

English- Oak Academy

Spelling/phonics-Oak Academy/ Phonics Play

Broader curriculum- Oak Academy



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- A timetable will be sent to parents/carers specifying times for children to access on-line learning tasks.

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Scenario 5: Lockdown (Key worker children in school) (continued)

- Teachers will lead two live question and feedback sessions each day (one maths and one English) via google-meet. Times to be arranged.
- Staff will also hold a weekly google-meet circle time with their classes. Times to be arranged.
- Staff will keep an overview of all work posted on Class Dojo. For writing they will give each child a positive comment and one area for improvement.
- Children who have top up funding will be invited to a daily google-meet to work on their Individual Support Plan targets.
- Where children do not have access to technology and school is unable to support access, printed resources will be provided.

Parent/carer expectations:

- Ensure your child has access to appropriate technology. (Please contact school if your child is entitled to FSM and you require support with this.)
- Ensure your child is completing the tasks set and posting their work onto their portfolio on Class Dojo.
- Post your child's work on Tapestry (Foundation Stage)
- Ensure your child joins their class google-meet at the appropriate time and date.
- Contact school if your child is unwell and therefore, unable to access remote learning.
- Contact school if your child needs additional support.

Child expectations:

- Complete the work set for you daily.



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- Post your work onto your portfolio on Class Dojo.
- Tell your parent/carer if you struggle with any of the work.
- Actively participate in your class's google-meets.

Remote Learning Agreement

School

To support your child to learn at home, school will do its best to:

- Set daily tasks for English, maths and the broader curriculum on Class Dojo and Tapestry (Foundation Stage).
- Provide a timetable for parents/carers specifying times for children to access on-line learning tasks as appropriate.
- Provide live, on-line support for learning as set out above.
- Hold a weekly google-meet circle time with each class.
- Keep an overview of all work posted on Class Dojo and Tapestry and give feedback as above.
- Ensure that children who have top up funding are invited to a daily google-meet to work on their Individual Support Plan targets.
- To support families to access technology. Where this is not possible, printed resources will be provided.

Parent

To support my child to learn at home, I will do my best to:

- Ensure my child has access to appropriate technology.
- Contact school if my child is entitled to FSM and I am unable to provide appropriate technology.
- Ensure my child is completing the tasks set at the appropriate time.
- Ensure my child is posting their work onto their portfolio on Class Dojo.
- Post my child's work on Tapestry (Foundation Stage)
- Ensure my child joins their class's google-meets at the appropriate time and date.
- Contact school if my child needs additional support.
- Report any technical issues to the school as soon as possible.

Child



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To ensure I can learn at home, I will do my best to:

- Ensure I am available to learn remotely at the times my teacher identifies
- Ensure my schoolwork is completed on time and to the best of my ability
- Report any technical issues to my teacher/parent as soon as possible
- Post your work onto your portfolio on Class Dojo.
- Tell your parent/carer if you struggle with any of the work.
- Actively participate in your class's google-meets.
- Notify a responsible adult if I am feeling unwell or are unable to complete the schoolwork I have been set .

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Not record, store, or distribute video material without permission.

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