



# Brickhill Primary School Covid Contingency Plan – 2021-2022

This is a guide explaining the implementation of our Blended/Remote Learning Policy in the event of an individual or bubble needing to isolate, or in the event of any further national lockdowns where attendance may be reduced. We aim to provide pupils with access to high quality online and offline resources through live teaching, signposting to recorded lessons that closely link to the school's curriculum expectations and arrangement for physical packs to be collected from the school office. Through interaction, assessment and feedback during these live lessons and by using Class Dojo, school staff will provide pupils with the support they need to succeed.

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| <p>Individual pupil required to self-isolate</p> | <p>We have created remote learning packs to be used in the event that a child needs to isolate and is unable to attend school. These packs will be sent out via email along with any supporting resources. The learning offered in these packs will offer opportunities for retrieval and spaced practice. It is likely that the children will have covered some of these objectives in school this term. The lessons chosen for maths and literacy will allow for further opportunity to practice core objectives. This will help the children remember this core learning for longer whilst also not putting a burden on the child and family to support them learning new or unfamiliar content.</p> <p><b>Remote learning for isolating pupils in Doves Class:</b></p> <ul style="list-style-type: none"><li>- Daily phonics lesson. This will either be live or pre-recorded and continue the SoundsWrite lessons the children receive in school.</li><li>- Maths activities: game and number writing practice.</li><li>- Physical development – some form of daily exercise.</li><li>- Daily reading.</li><li>- Activities linked to the Early Learning Goals.</li></ul> <p><b>Remote learning for isolating pupils in KS1:</b></p> <ul style="list-style-type: none"><li>- Daily phonics activities.</li><li>- A daily maths lessons using White Rose Maths resources.</li><li>- Daily literacy lessons using National Oak Academy in line with grammar and spelling (or where appropriate, supplementing grammar work will be provided in lieu of National Oak Academy lessons.</li><li>- The afternoon learning which will focus on one foundation subject which will be delivered through National Oak Academy lessons chosen in line with our curriculum that has been taught in school.</li><li>- Daily practice using Numbots.</li><li>- Additional lessons will be provided in the form of National Oak Academy lessons, chosen in line with our curriculum in school.</li><li>- Virtual books will be provided to support with practicing their phonics skills.</li><li>- Suggestions for daily exercise will also be provided.</li><li>- Completed work will be added to the children's Class Dojo portfolio and feedback will be provided where appropriate. There is not an expectation that a comment will be made on each piece of work but any misconceptions will be addressed and inform the next lessons.</li></ul> <p><b>Remote learning for isolating pupils in KS2:</b></p> <ul style="list-style-type: none"><li>- A daily maths lessons using White Rose Maths resources.</li><li>- Daily literacy lessons using National Oak Academy in line with grammar and spelling (or where appropriate, supplementing grammar work will be provided in lieu of National Oak Academy lessons.</li><li>- The afternoon learning which will focus on one foundation subject which will be delivered through National Oak Academy lessons chosen in line with our curriculum that has been taught in school.</li></ul> |
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- Daily practice using Numbots or Times Table Rockstars.
- Additional lessons will be provided in the form of National Oak Academy lessons, chosen in line with our curriculum in school.
- Virtual books will be provided to support with practicing their phonics skills.
- Suggestions for daily exercise will also be provided.
- Completed work will be added to the children's Class Dojo portfolio and feedback will be provided where appropriate. There is not an expectation that a comment will be made on each piece of work but any misconceptions and inform the next lessons.

**SEND pupils:**

- Bespoke learning packs will be provided, in line with their SEND targets and needs.
- Where appropriate, live sessions will be offered by either the class teacher or teaching assistant in order to provide additional support and contact (though this is dependent on staff availability).

**Equity:**

- Where needed, families will be provided with a device to support home learning or alternative packs will be provided which include more printed resources.

Class bubble required to isolate

(Class teacher and pupils)

In the event of the whole class needing to isolate or in the event of a bubble closure/reduced attendance, the following remote learning will be offered. Where appropriate, the teachers will deliver hybrid lessons where the children in school will receive the same lessons as those at home. This will see the teacher teaching in class and via zoom at the same time.

**Remote learning for Doves Class:**

- Daily phonics lesson. This will either be live or pre-recorded and continue the SoundsWrite lessons the children receive in school.
- Maths activities: game and number writing practice.
- Physical development – some form of daily exercise.
- Daily reading.
- Activities linked to the Early Learning Goals.
- An additional live lesson where children can share their learning from the day and listen to a story being shared.

**Remote learning for KSI:**

- A live input to start the day through a virtual register.
- Daily phonics lesson. This will either be live or pre-recorded and continue the SoundsWrite lessons the children receive in school.
- A live input to introduce the literacy and maths learning which will follow our planned curriculum that will be enacted in school with the key worker/vulnerable group. This will include using Power Maths in the live lessons and supplementing the maths learning using White Rose Maths resources. Literacy learning will either be based on the genre that is the focus of the literacy unit or the grammar within that unit.
- A live input to introduce the afternoon learning which will focus on one foundation subject.
- Additional lessons will be provided in the form of National Oak Academy lessons, chosen in line with our curriculum in school.
- Children will have their reading book at home for daily reading and virtual books will be provided to support with practicing their phonics skills.
- Suggestions for daily exercise will also be provided.
- Where live lessons cannot take place, there will be a virtual register to check in at the start of the day and National Oak Academy lessons, White Rose Maths resources and online games will be provided to supplement the learning.
- Completed work will be added to the children's Class Dojo portfolio and feedback will be provided where appropriate. There is not an expectation that a comment will be made on each piece of work but any misconceptions will be addressed and inform the next lessons.

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|  | <p><b>Remote learning for KS2:</b></p> <ul style="list-style-type: none"> <li>- A live input to start the day through a virtual register.</li> <li>- A live input to introduce the literacy and maths learning which will follow our planned curriculum that will be enacted in school with the key worker/vulnerable group. This will include using Power Maths in the live lessons and supplementing the maths learning using White Rose Maths resources. Literacy learning will either be based on the genre that is the focus of the literacy unit or the grammar within that unit.</li> <li>- A live input to introduce the afternoon learning which will focus on one foundation subject.</li> <li>- Additional lessons will be provided in the form of National Oak Academy lessons, chosen in line with our curriculum in school.</li> <li>- Children will have their reading book at home for daily reading and virtual books will be provided to support with reading a variety of texts.</li> <li>- Suggestions for daily exercise will also be provided.</li> <li>- Where live lessons cannot take place, there will be a virtual register to check in at the start of the day and National Oak Academy lessons, White Rose Maths resources and online games will be provided to supplement the learning.</li> <li>- Completed work will be added to the children's Class Dojo portfolio and feedback will be provided where appropriate. There is not an expectation that a comment will be made on each piece of work but any misconceptions</li> </ul> <p><b>SEND pupils:</b></p> <ul style="list-style-type: none"> <li>- In the first instance, we would invite SEND pupils in to be part of the reduced attendance group.</li> <li>- Bespoke learning packs will be provided, in line with their SEND targets and needs.</li> <li>- Where appropriate, live sessions will be offered by either the class teacher or teaching assistant in order to provide additional support and contact (though this is dependent on staff availability).</li> </ul> <p><b>Equity:</b></p> <ul style="list-style-type: none"> <li>- As a priority, our most vulnerable children will be offered a place in school where possible.</li> <li>- Where needed, families will be provided with a device to support home learning or alternative packs will be provided which include more printed resources.</li> </ul> |
| <p>Class teacher required to isolate</p> <p>Pupils in school</p> | <p>In the event that the class teacher is required to isolate the following will happen:</p> <ul style="list-style-type: none"> <li>- Cover is deployed using the cover team and lessons are planned and resourced by the class teacher, which is likely to include the use of National Oak Academy and White Rose Maths lessons.</li> <li>- If well enough and, where possible, the teacher can offer remote learning which can be accessed by the class in school, supported by the class TA.</li> <li>- Where possible, we could combine classes to ensure children receive teaching from a teacher, although this would need careful consideration and only be used if in the best interests of all staff and children.</li> </ul>   |
| <p>Wellbeing and Safeguarding</p>                                | <p>Registers of attendance/interaction will be recorded to ensure that we can identify any children who need additional support when working remotely, particularly due to the additional challenges that come with working online.</p> <p>Staff will reach out to families to offer support where necessary in the event of isolation and this could include children who would usually see our Pastoral TA spending time with them over Zoom or over the phone.</p> <p>To ensure safeguarding remains the highest priority, staff will continue to follow our safeguarding policy and this will inform our school expectations for pupils when working online.</p>   |