

A massive well done and thank you for your commitment and team effort last time.

We've got this...

Plans for school or bubble
lockdown:

Plan B 😊

NB: the following is work in progress and will develop as guidance and situation change.

STAFFING

In school learning

- Dependent on guidance and conditions of lockdown
- Learning in school for vulnerable and keyworker children will be supervised by TAs.
- Head/deputy headteacher will have oversight and at least one senior leader will be on site.
- Children will follow the weekly outline and take part in the remote lessons provided for their own class, using school computers.

Remote learning

- Teachers will teach their classes via Teams from a combination of home and school.
- SLT will provide additional pastoral and academic support to children/families via telephone and Teams.
- TAs not supporting KWVC will join online lessons to support learning and answer questions via the chat.
- TAs will assist teachers in preparing books and resources to go to and from home via a pick-up and drop off point in the ext lobby.

REMOTE LEARNING RECEPTION CLASS

- Reception class will use Tapestry, the website class page and have a whole class Teams session once a week with Miss Cork.
- The priority will be progress in early reading.
- There will be structured practice of phonics content.
- Guidance will be provided for supervising adults to ensure that time is used as productively and developmentally as possible.
- Reading books will be changed and further resources provided as per Miss Cork, depending on time of year, their progress and needs.

REMOTE LEARNING YEARS 1 – 6

based upon our audit, feedback and learning from summer 2020 lockdown

- Years 1 – 6 will have 5+ livestreamed lessons per week via Teams, to include at least two English and two maths lessons.
- Class teachers will post the weekly outline of learning in Teams *files* by Monday at 8.30am.
- We aim to deliver an interactive, teacher –led approach to delivering the planned school curriculum.
- Lengthy projects and research activities should be avoided.
- Year 1 will have structured practice of phonics content.
- Assignments, resources, quizzes and all resources will be accessible via Teams.

- Children will be provided with Power Maths workbooks, maths and English or home learning exercise books.
- Where possible, school will lend laptops under a loan agreement to children who need them. Alternatively, we will consider inviting disadvantaged children in to school to access online learning, subject to restrictions.
- Hard copy resources and other support will be made available to children without a printer, via class drop off boxes at the front of school.
- Drop off boxes will also be used for book-changing, and as a point to leave work requested by the teacher.
- Children may be signposted to selected parts of BBC Bitesize or Oak National Academy for learning in the foundation subjects and to complement core subject learning.

FEEDBACK AND ASSESSMENT

- Children will self-mark using answers provided in Teams.
- Children will use Teams *assignments* or the class drop off box at school to share selected pieces of work with the teacher.
- Teacher will give simple acknowledgement feedback in Teams *assignments* or in subsequent online lesson.
- Low stakes pre and post-lesson quizzing within Teams will provide regular assessment for learning.
- Monday Teams sessions will begin with a verbal feedback session to the whole class covering common misconceptions, extra opportunities for consolidation and to recognise effort.
- Hard copy provision will be available for children without ready online access.

CATCHING UP

- Children who are struggling will be invited to remain on Teams after the lesson for additional teacher support.
- Teachers will adapt the provision for pupils with SEND so that they continue to make progress.
- Children identified as having fallen behind (especially disadvantaged children) will have additional provision.
- Teachers to signpost these children and their needs to Ms Holmes.

KEYWORKER AND VULNERABLE CHILDREN (KWC) DROP OFF AND PICK UP

- Gates will open at 8.30am and close at 8.55am to facilitate a staggered arrival.
- Parents will remain outside the front gate.
- Children will go directly to their bubble, with their lunchboxes.
- Bubbles will use different doors to enter/leave the buildings
- Pick up between 2.45 – 3.10pm
- Children will be called by radio when their parent arrives and sent to the front gate.

KWC PLAY AND LUNCH TIMES

- Allocated outdoor areas for play and lunchtimes will operate
- Play time 10.30 – 10.50am
- Children to leave and re-enter classrooms via external doors as far as possible.
- Play time will be outside even when raining, unless there is a downpour or danger from falling branches.
- Children to bring fruit snack, packed lunch (tbc) and water bottle.

KWC PLAYTIME SUPERVISION

- If a child falls over, they will be encouraged to clean up their own cut or scrape using a wound wipe etc.
- Ice packs to be used only for serious bumps.
- Accidents will be logged in medical tracker as usual.
- At the end of play/lunch, children stop when the whistle is blown. Children are then dispatched to walk sensibly back to their class (ie no lining up).
- Teachers to ensure they have visibility of the class coming in.

KWC STAFF BREAKS

- Staff to support each other to allow for toilet breaks etc if on duty. Please be mindful of colleagues with no adult support in class.
- Radios can be used for effective communication.
- Consider eating lunch in the hall/outside on the picnic benches if the staffroom is full.

TOILETS AND CORRIDORS

- Staff will remind children to keep left in the corridors and maintain social distancing.
- Bubbles have allocated toilets, to be used throughout the day.
- Children will be encouraged to use the toilet before or after play/ lunch.
- Staff to encourage social distancing by children using the toilets.
- Thorough and regular handwashing to be expected.

MENTAL HEALTH AND ENGAGEMENT

- Assemblies will be recorded and delivered weekly via private YouTube links.
- Protocols and expectations for safe and productive use of Teams have been checked and updated following an audit of previous experience
- Teachers will use a spreadsheet or markbook to monitor pupil engagement in remote learning, referring any potential issues to SLT.
- Teachers and SLT will call parents of children who are not present online to check on their well-being and offer support where possible.

WE WOULD APPRECIATE YOUR FEEDBACK...

- What worked well?
- What didn't work well?
- What problems did you face and how could these be overcome?
- What problems have families mentioned?
- What could we do better?
- What have we learned?
- Any other suggestions please?

Thank you