

Contingency Plan for the education of all pupils at St John's Primary during Covid-19

Scenario 1: In the event of an individual pupil going in self-isolation or bubble lockdown or 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.

| | Seesaw (updated daily) Work to meet the needs of the individual child | Paper (2-week package) Work to meet the needs of the individual child |
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| Nursery | Activities to engage children for all Areas of Learning Keep communication up with families | Activities to engage children for all Areas of Learning. |
| Reception-Year 2 (AM) | <ul style="list-style-type: none"> Phonics – Read White Inc video (link on seesaw) Focus for English lesson or National Oak lesson and an activity chosen by the teacher Daily reading logs. White Rose Maths / maths activity | <ul style="list-style-type: none"> Reading Book (if not already at home) Phonics sheet Handwriting sheets Grammar (Year 2) White Rose Maths worksheets |
| Reception-Year 2 (PM) | <ul style="list-style-type: none"> Wider curriculum activities (including one PSHE activity) chosen by the teacher or linked to National Oak Academy. | <ul style="list-style-type: none"> Wider Curriculum activities (including one PSHE activity) |
| Year 3 to Year 6 (AM) | <ul style="list-style-type: none"> Encouraging daily log in Reading Plus Phonics (Read Write Inc if appropriate) Focus for English lesson or National Oak lesson and an activity chosen by the teacher. White Rose Maths / maths activity Encouraging daily log in TT Rockstars | <ul style="list-style-type: none"> Reading Book (if not already at home) Grammar and reading comprehension worksheets White Rose Maths worksheets |
| Year 3 to Year 6 (PM) | <ul style="list-style-type: none"> Wider curriculum activities (including one PSHE activity) chosen by the teacher or linked to National Oak Academy. | <ul style="list-style-type: none"> Wider curriculum activities (including one PSHE activity) |
| Expectations of checking work for self-isolation | Before the start of the next school day, the teacher will mark and set learning for the next day via seesaw. | Teacher to phone the child's home at the end of the school day (twice a week) to check if learning has been suitable. |
| Expectations of checking work during a lockdown | During working school working hours 9 to 12 / 1 to 3:15pm. Except Wednesday Afternoon when teachers will be taking their PPA to plan for the next weeks activities. | SLT / Learning Mentors to phone the child's home weekly to check if learning has been suitable and if tasks are suitable. |

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 on 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 9221924 or email homework-support@stjohnsprimaryschool.com. A member of staff will contact you to discuss barriers to learning. A 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 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 given moment of 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 service. This does not mean that the school is beyond criticism. We welcome ideas, suggestions and solutions so that together we work harmoniously for parent/carers, staff and our pupils.