



BENYON PRIMARY SCHOOL



CONTINGENCY PLANNING OUTBREAK MANAGEMENT PLAN

In the event of a significant outbreak (5 children, pupils or staff, who are likely to have mixed closely, test positive for Covid-19 within a 10 day period) we will revert to the implementation of increased control measures, with the reintroduction of contact tracing and /or remote learning in order to ensure the maintenance of a high quality education and learning for all and the safe operational running of the setting. We will also go back to additional measures within our setting, where appropriate, in response to localised outbreaks, including variants of concern.

These should include:

- **The reintroduction of face covering for staff and parents**
- **The reintroduction of shielding measures**
- **Instigating more stringent control measures for the setting including limited attendance at the setting or limiting educational activities such as educational visits, performances, open days and parent events**
- **The re-introduction of bubbles**

Remote education for self-isolating pupils

Where individual pupils need to self-isolate due to testing positive for Covid-19, remote education will be offered. Where possible, the children will be invited to attend live lessons remotely and work will be set in line with the curriculum being offered in school.

In the unlikely event of schools needing to close a year group or school, due to a Covid outbreak, the following will apply:

The remote curriculum

- **A pupil's first day of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. Set tasks are ready to be completed on TEAMS and Purple MASH for the first**

day of bubble closure only. Thereafter, live lessons and set timetable will be followed, closely adhering to our full curriculum.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

- For the first day, there will be a bank of work ready for your child to complete, to consolidate key skills. Thereafter, work will be set and marked daily, linked to the work that the rest of the class are doing in school. This work will be uploaded onto their Microsoft Teams Class Page. Live lessons will be delivered via Microsoft Teams. All pupils from Reception to Y6 have a Microsoft Teams login. Timetables are varied according to each year group and can be found on our school website in Class Pages.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- Termly curriculum letters are shared with parents, so they are aware of what is being covered in each subject area whether that be in school or through remote learning. Remote learning still covers the broad curriculum that we would offer in school.
- It has been necessary to make some adaptations in some areas such as PE where the full PE curriculum has been changed to cater for all children working from home, with daily live PE sessions now focusing on fitness, high impact workout and fun. A dedicated live session is adapted for each of our phases and led by a sports coach who tailors the activities to ensure maximum engagement.
- Work will be set day by day and it is expected that all pupils complete the work. We are aware that parents are working from home and siblings are sharing devices and we will provide flexibility around this, so all tasks remain live during the day allowing tasks to be completed at times which may be more convenient.
- We encourage as much engagement in the live lessons as possible, but again we fully understand the timings may clash with working from home and sibling lessons. During the live lessons, teachers will explain where the work has been set and show pupils how to access the assignments each day if needed. Opportunities will also be provided daily for the children to speak to the adults in their year group at the end of the session if further support or clarification is required. All adults can be contacted via the TEAMS chat and issues or concerns are addressed immediately.
- On our school website, there are a number of how to videos to show children and parents where assignments can be found in Teams and how to navigate this platform efficiently. We understand that some pupils prefer to write their work on paper and ask that if this is the case, that parents take photos of any hand written pieces of work and they are submitted on Teams via the assignment attachment option in the first instance.

- The same curriculum is taught remotely ,as in school, with adjustments made to suit the platforms being used. Careful thought is also given to the amount of screen time for children in each phase and a balance of creative opportunities is planned to encourage continued engagement. Immersion drama activities or crafting tasks ensure a keen balance is maintained in the types of learning on offer with tasks such as ‘a video diary excerpt in the role of a Victorian child’ or ‘video reports from the perspective of journalists’. Such depth and understanding is still evidenced in their content but enable children to learn through perspective.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS Nursery Reception	<i>Example day for EYFS</i>	
	9.00	Cosmic Yoga/Physical Activity
	9.30	Practical themed activities set via Tapestry
	10.50	Phonics live lesson
	11.10	Continue with practical themed activities
	11.50	Reading
	12.10	Lunch
	1.10	Maths live lesson
	1.30	Purple Mash or set tasks from live lessons
	3.30	Storytime live lesson
Key Stage 1 Year 1 and Year 2	<i>Example day for KS1</i>	
	9.00	Reading
	9.30	Purple Mash tasks
	10.00	Spelling Shed tasks
	10.30	English live lesson
	10.50	Break
	11.05	Complete English work from live lesson
	11.35	Phonics Play/ Grammar activity
	12.00	Lunch
	12.50	Maths live lesson
	1.10	Complete Maths work from live lesson/Maths Shed
	2.10	Foundation live lesson
	2.30	Complete Foundation work from live lesson
	3.00	Guided Reading

Accessing remote education

How will my child access any online remote education you are providing?

- Microsoft Teams - including One Note – This platform will be used for the delivery of live lessons for all pupils between Reception and Y6
- Tapestry (Nursery & Reception) <https://tapestryjournal.com/>
- EYFS Home (Nursery & Reception) <https://www.eyfshome.com/>
- Purple Mash (1-6) Mini Mash (EYFS), <https://www.purplemash.com/sch/benyon>
- Times Tables Rock Stars (TTRS), <https://trockstars.com/>
- Oxford Owl, <https://www.oxfordowl.co.uk/>
- SATS Companion(Y5/6), <https://satscompanion.com/>
- Mirodo (Y3/4) <https://mirodoeducation.com/>
- Spelling Shed <https://www.spellingshed.com/en-gb/>
- Maths Shed <https://www.mathshed.com/en-gb/>
- Twitter - @BenyonPS and @BenyonPE. Each teacher and many support staff have a Twitter account which is used to celebrate the work that has been completed on other platforms. Competitions and challenges are also posted here as an extension of the wider curriculum.
- School Website – Each year group has a class page where achievements and work can be shared.
- Catalyst Academies Trust – YouTube Channel
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- Twitter - @BenyonPS and @BenyonPE. Each teacher has a professional Twitter account as another means to communicate tasks to children and to celebrate the work that has been completed on other platforms. It is also a way of promoting cross-curricular activities – especially PE – and collaborative learning even when remote learning.
- School website - Each year group has its own class page. Weekly timetables are uploaded to give structure to families and pupils.
- Weekly assemblies – these offer opportunities for teachers to acknowledge those pupils who have been consistently applying themselves with their remote learning. Each week a class Star of the Week is chosen and the child is presented with a certificate on TEAMS and applauded for their efforts.

If my child does not have digital or online access at home, how will you support them to access remote education?

- We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:
- Parents/carers can request a laptop by emailing the school at admin.bps@catrust.org.uk
Laptop allocation is dependent on the number of devices available
- In order to support parent/carers, the school has a limited supply of SIM cards to help access the internet courtesy of Vodafone. The school is also able to support by issuing Free BT WIFI codes. Both can be requested by emailing the school at admin.bps@catrust.org.uk

- If pupils are struggling to access online learning any printed materials that are needed can be collected from the school office. These can be requested via the teacher who will make necessary arrangements to support.
- If pupils are unable to access the online portals, parents/carers can take a picture of their work and upload to either TEAMS or Tapestry. If they are unable to send in pictures, parents/carers can drop the pupils completed work to the school office which will be marked and fed back to the pupil.

How will my child be taught remotely?

- We use a combination of the following approaches to teach pupils remotely:
- Live teaching (Year R to Year 6) at least 3 live lessons a day. Minimum of maths, English and one additional afternoon lesson (science, humanities, RE, art, PSHE). Live lessons are followed by tasks which are set on one note via teams (Years 2 – 6), Purple mash (Reception / year 1) or Tapestry (EYFS). Tasks are set daily for children to complete following the suggested timetables. Tasks are open for the duration of the week if children need to complete the work at different times. Options are given to write answers and upload pictures or complete electronically. Teachers provide further small group work for selected children to ensure differentiation and provide further support as necessary.
- Guided Reading is still taught daily with the key text being shared on screen. This ensures that all children are still regularly exposed to a quality text and comprehension skills are developed through high quality questioning.
- Recorded Teaching (videos/audio recording by teachers from nursery to year 6 – these are uploaded on Teams/YouTube/ Tapestry).
- Printed paper packs produced by teachers – these packs are aligned with the live lessons with adaptations made for paper resources (but still in line with what has been taught within the live). These resources are also uploaded onto Teams in the general files section.
- Wave 2 Interventions will also be offered to those pupils who need additional support and will focus on embedding understanding of key core skills.
- Adapted lessons and approaches are made for our SEND pupils to ensure that they can still access learning in a way that is appropriate to their needs.
- Video links used with teaching presentations and pre-recorded lessons (BBC Bitesize, Literacy Shed, White Rose Maths, National Oak Academy, suitable YouTube clips)

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Where possible is it expected that pupils' engage with all remote education and receive the live face to face teaching in order to complete tasks and enable positive engagement and interaction.
- Parental support: Parents should encourage and support their children's work. Parents should help to support children by following the school's timetable for remote teaching daily.

- If your child is unable to access the internet or has any technical issues with the remote teaching platforms, it is expectation that work packs are collected. It is expected that work is returned, or contact is made daily by emailing in evidence of the work completed by the children.
- Parent workshops will be led termly offering structure and guidance in key core skills. A focus on Phonics for Early Years and Key Stage 1 will provide parents with strategies to support early reading at home. For Key Stage 2, workshops are provided for the four rules of number, outlining strategies used to calculate problems applying our Calculation's Policy to ensure consistency.
- Interactive sessions are also planned with Weekly Reading sessions on offer for every class where an adult from school, reads a story to their class. A keen focus is on parents and children cuddling up together at the end of the week and simply enjoying a story for pleasure!

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Children's engagement with learning is checked daily. Registers are taken for every live session by support staff while teachers deliver the lesson. Teachers will make calls home if they are concerned with the engagement of a pupil. Paper packs are offered if parents/carers are struggling with remote learning. However, if concerns continue, pupils are referred to SLT who may make a home visit.
- Daily tracking sheets are completed by year group staff which indicates those pupils who have been online to access live lessons, handed in work, completed paper packs discussed on the phone with class teacher or pastoral staff. These are monitored daily by SLT.
- Regular contact will be made with families to ensure the wellbeing of both children and adults. During this time, children's engagement with remote learning will be discussed as well as further support that could be put in place. Particularly for younger pupils, it may be that families need extra support when accessing our curriculum from home.
- Pastoral support is offered if needed to our vulnerable pupils through play therapy or online counselling
- Positive phone calls are made weekly to those pupils who have been engaging regularly and working hard to celebrate their consistent efforts.
- Parent consultations will still go ahead via TEAMS. This will provide an allocated time for teachers to feedback progress and quality of engagement and provide clear targets for continued learning. Both parents and children are expected to be together to share the learning review.

How will you assess my child's work and progress?

- Feedback can take many forms and may not always mean extensive written comments for individual children. Our approach to feeding back on pupil work is as follows:
- Teachers will continue to assess engagement and progress of children during remote learning. Through engagement trackers, teachers will be able to assess which children are completing tasks and then address the issues behind why children are not engaging.

It may be that children are struggling with the difficulty of what is being taught, in which case teachers can adapt the tasks being set for certain children (especially those with SEN).

- Once pupils work is handed in this will receive feedback from the class teacher. Feedback may be in written form, use of codes and some feedback will be given via 'voice note'.
- When paper packs are dropped back to the school, this work will be marked by the teacher and feedback given back to the pupil when they collect their next paper pack.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

- We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:
- SEN pupils are supported to access the online live lessons, some pupils have paper packs, some pupils have their 1:1 also on live lessons who support in the chat function or over the phone.
- Teachers are sending differentiated individual planning to parents of children with complex SEN needs and carers daily for them to implement further.
- Teachers regularly talk to SLT and welfare officer and work together to support families to home-school their children.
- The online platform Tapestry is used for early years and some complex SEN children to document and share working from home activities and work.
- We support children with their emotional wellbeing to help them to engage with their work. We provide children with individualised social stories for parents/carers to work on with their children. We also provide behaviour support and advise over the phone. If any professionals are needed such as the EP, they conduct meetings over Teams with the school and parent for further advice.
- Parents are supported with ideas on how to support children with specific SEN needs such as recall and memory skills.
- Any specialist equipment or resources that are needed for children with SEN and or complex needs have been sent home.