



SFS Contingency plans for partial or whole school closures due to Covid-19

We will support those who need to self-isolate because they have tested positive, to work or learn from home if they are well enough to do so. If we become subject to a remote education temporary continuity direction, we will provide remote education to pupils where their attendance would be contrary to government guidance or legislation around COVID-19.

In order to maintain our capacity to deliver high-quality education for both those children in school and those unable to attend due to COVID-19 restrictions, class teachers will send work and supporting resources home by email the afternoon before each day of absence after the first day of absence. Work should be completed and returned by email to the class teacher for feedback. A list of useful resources and websites can be found on our school website to be accessed on the first day of absence along with reading, writing and maths activities for children in each year group.

Statutory obligations and expectations (updated 13th July 2021)

From September 2021, we continue to expect schools to provide remote education for pupils whose attendance would be contrary to government guidance or legislation around Covid-19. Schools should therefore maintain their capabilities to deliver high quality remote education for next academic year.

Where needed, the remote education provided should be equivalent in length to the core teaching pupils would receive in school and should include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. Online video lessons do not necessarily need to be recorded by teaching staff at the school. High quality lessons developed by external providers can be provided in lieu of school led video content.

Remote learning provision overview

Class teacher will email work linked to the learning objectives being taught in class. Parents will email work back to receive feedback from the teacher.

KS1

Phonics videos from RWI
English work
Maths work – Oak Academy/White Rose Hub videos and activities
Foundation subject activities

KS2

SPaG work linked to the grammar and spelling being covered in school
English work
Maths work with Oak Academy/White Rose Hub videos and activities
Foundation subject activities

Scenario 1: Individual pupils or family groups unable to attend school due to isolation while awaiting test results

In the event that individuals (or family groups) are unable to attend school on-site due to a requirement to isolate whilst waiting for Covid-19 test results, SFS will ensure continuity in education by:

- For the first day of notified absence from school due to Covid-19, parents will access the bank of resources shared on the school website including useful links and support materials.
- From day 2 of absence we will move to scenario 2.

EYFS	KS1	KS2
Home learning structure ideas for parents		
<ul style="list-style-type: none">- 15 minutes practising counting- 15 minutes reading- 15 minutes practising writing	<ul style="list-style-type: none">- 20 minutes practising spellings- 15 minutes on TT Rockstars or Numbots- 20 minutes reading- 15 minutes writing about your story/book- 20 minutes maths	<ul style="list-style-type: none">- 30 minutes practising spellings and applying them in sentences.- 20 minutes on TT Rockstars- 30 minutes reading- 30 minutes

Scenario 2: Individual pupils or family groups unable to attend school due to observing isolation period (currently up to 10 days)

In the event that individual children or family groups are unable to attend school on-site due to a requirement to isolate following a positive Covid test result within the household, SFS will ensure continuity in education by:

- Following the procedures outlined in scenario 1 for the first day of absence.
- For day 2 onwards, teachers will make contact with parents via email and share the timetable for the rest of the week of absence and work to be completed.
- Teachers will expect to see evidence of work being completed during a child's absence (whenever they are well enough) – this should be submitted via email to the teacher
- Parents may arrange to collect reading books from school if it is safe to do so. The school is currently setting up RWINc e-library accounts for pupils to access. This provides on-line reading books. Teachers will set appropriate level books matched to phonic ability.

Scenario 3: Bubble (whole class) closures / partial closure

In the event of partial closure due to bubbles isolating, SFS will ensure continuity in education by:

- Making full use of Teams
- For the first day of class/bubble closure, live videos and/or related work will be posted via email. In the afternoon, teachers will 'test' technology via a Teams Call; this will also act as a welfare call. For the second day onwards, a timetable will be shared with families for live teaching and the necessary resources for these lessons will be published on the school website and shared via email
- Live teaching will entail short teacher inputs (no more than 30 minutes) delivered via MS Teams for phonics/spelling, English and maths in KS1 and KS2, EYFS staff will deliver short sessions on phonics, talking/writing, number and reading. These sessions will be recorded and made available for families to access at a time appropriate to them (recordings automatically expire after 20 days in MS Teams).
- Each teacher input will be accompanied by a piece of work to be completed by the children (this may be an activity or a written piece). Work will be posted on TEAMS.
- There will be a gap following each teacher input to allow children time to complete or seek further support with their work. Teachers may also set pre-learning tasks to complete before the next lesson.
- ETAs have been allocated children to conduct welfare calls with (including SEND and vulnerable children- these children are a priority for this support.)

Example day structure offered through remote teaching during 'bubble' closure for KS1 and KS2:

	Phonics / Spelling	English	Maths	Foundation Subjects - Afternoon
Teacher input via MS Teams	9.00 – 9.20	9.45 – 10.15	11.00 – 11.30	Children to make use of the online resources / additional activities shared on the weekly timetable/overview. ONA can be utilised. Teachers to use time for additional support and feedback.
Pupil application time	9.20 – 9.45	10.15 – 10.45	11.30 – 12.15	

Example day structure offered through remote teaching in lockdown for EYFS:

	Morning Welcome & Phonics	Talking/Writing	Number	Reading	Foundation
Teacher input via MS Teams	9.00 – 9.30	10.00 – 10.20	11.00 – 11.20	1.00 – 1.20	Set as weekly challenges on overview. Teachers to use afternoon for additional support and feedback.

Scenario 4: Lockdown

In the event of whole school closure due to national or local lockdown, SFS will ensure continuity in education by:

- Following the procedures outlined above for action in the event of 'bubble' closures (scenario 3) and will continue until lockdown is lifted and all staff and pupils can return to school.

Scenario 5: Class Teacher absent due to illness during lockdown or bubble closure:

In the event that the class teacher is ill during a lockdown or bubble closure, 'live teaching' will be paused until the class teacher is well enough to resume teaching. SLT will create a timetable utilising resources and live videos. This will be communicated with parents.

- Maths and English will have daily links to learning
- Afternoons will be resourced using online learning links and videos along with relevant resources.
- Feedback via email will be very limited during the class teacher absence.

Scenario 6: Class Teacher absent and isolating for 2 weeks:

In the event of a class teacher needing to isolate (without symptoms) but the class bubble remains open:

- Cover will be arranged utilising internal staff in the first instance (cover supervisors)
- The class teacher will continue to plan and resource learning and deliver 'live teaching' via Microsoft Teams if able to