



Business Continuity Plan

Dilton Marsh CEVC Primary School

Updated version for website: 2nd December 2021

Government ‘Tiers’ of escalation for school closure.

Tier 1

The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as ‘tier 1’. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.

Tier 2

Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 3

Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 4

All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained

Aim

If a local area sees a spike in coronavirus (COVID-19) infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread – these measures could include the partial closure of schools in the area.

This document outlines how the school will operate if a local lockdown is implemented. If a local lockdown is implemented in our area, the school will work closely with the local health protection team (HPT) and implement provisions as advised by the team.

This is a live document that will be reviewed by Acorn Senior Executive and Dilton Marsh Senior Leaders as and when the situation develops.

Key principles:

1. The care of all students and staff is our key priority
2. Whatever the situation, the school will need time to plan and organise to maintain the care and safety of all, therefore a days full closure may be needed as significant staff illness or a potential Tier 2/3 situation arises.

Overarching Trust principles.

- a. Schools open and safe
- b. Staff and students/children are happy and feel safe
- c. Students/children are learning, teachers are teaching at school or at home

Provision in the event of a bubble closing,

For detail of learning see Appendix 1 and Appendix 5

There will be different provision depending on the following 2 scenarios:

- (i) Teacher well and able to maintain working from home
- (ii) Teacher unwell - no teacher for that bubble.

Teaching in the event of staff illness/isolation

- (i) If one class, a mix of internal and external supply cover would be used where available
- (ii) Two classes can be covered, if full time supply available; if supply not possible the heirachy of closure is as below:

- (iii) In the event of one class closing, the hierarchy is below. The closure would be on a one week basis. This would mean different teachers between bubbles but with a weekend between moving to a new one. Ideally the 'new' teacher for the bubble will be released as early as possible on the Friday.

| In the event of two or more teachers being unwell. These four classes would be closed on a one week rotation basis | In the event of stretched leadership capacity These four classes would be closed on a one week rotation basis |
|--|---|
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| 1 | 1 |

Key and critical worker children will be provided for. If more than one class they will be put in to one group from Monday to Thursday to allow 72 hours non-contact before returning to class bubbles.

Leadership. From the start there will be Exec Team Support.

- (i) If Head unwell, Sharon Broad will deputise and will be off full time timetable if there is no Exec Team cover based in school. Supply would cover this. In the event of no supply move to the hierarchy and system above.
- (ii) If SB unwell, BD takes over.

Admin staff

In the event of Admin Officer off Head would cover with Trust support

Tier 4, return to original lockdown procedures

Key principles:

Critical workers, which includes school staff, are permitted to travel into and out of the lockdown areas to get to work, in order to maintain provision for pupils who will be attending on-site provision.

If shielding measures are reintroduced due to the local lockdown, affected members of staff will be supported to work from home or the appropriate leave or pay measures will be discussed.

Staff with roles that must be undertaken on site (e.g. teachers) will be asked to come into school to deliver provision, unless they are shielding or self-isolating. Staff members who are able to carry out their role from home will be supported to do so.

An audit of all staff will be conducted to assess who is able to work on site and who will need to work from home due to their underlying health issues or those of the people they live with. The audit will be reviewed on a continuous basis to establish whether the circumstances of any staff member have changed.

If any staff member has concerns regarding working on the school site, they will discuss these concerns with their line manager.

Infection prevention and control (PLEASE REFER TO FLOWCHARTS AT END OF DOCUMENT IN CONJUNCTION WITH THIS)

Dilton's risk assessments will continue to be adhered to and meets the requirements set out in the DfE's system of controls.

Any member of the school community who displays symptoms of coronavirus must go to get a test. Tests can be booked online or ordered by telephone via NHS 119. Essential workers, including school staff, will have priority access to testing.

If a pupil develops symptoms of coronavirus while on site, they will be taken to a designated isolation area while they wait to be collected. The pupil will be supervised while they await collection. If the supervising member of staff is unable to maintain social distancing, e.g. due to the pupil's age or needs, they will wear PPE. After the pupil has left the premises, any areas they were in will be cleaned. The pupil's parents will be encouraged to get their child tested. The pupil will be required to self-isolate for at least 10 days if tested positive – remote education will be arranged for them immediately.

If a staff member develops symptoms while on site, they will be directed to go home to self-isolate and to get a test. Cover arrangements will be put in place.

Any staff members or pupils who have been in close contact with a symptomatic individual do not need to self-isolate unless they develop symptoms themselves or the individual subsequently tests positive.

If an individual tests positive, the school will contact the local HPT (**See information at the end of this document**). The individual's close contacts at school will be sent home to self-isolate for 14 days and encouraged to get a test. If more individuals test positive, the school will follow advice from the local HPT, which may include requiring more people to self-isolate.

Transport

Pupils and staff that have to attend Dilton will be encouraged to walk or cycle wherever possible and to avoid public transport. If pupils and staff need to use public transport, they will be reminded that those over the age of 11 are required to wear a face covering while travelling.

Remote education

See detailed plans in Appendix 5

Teaching and learning – refer to Appendix 1

The school will utilise the support available through the DfE's '[Get help with technology during coronavirus \(COVID-19\)](#)' scheme. Under the scheme, the school can order 4 laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:

- Pupils in Years 3 to 11
- Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government and/or clinical advice
- Children in all year groups who are unable to access remote education whilst attending school on a hospital site

Before distributing devices, the school will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely.

Rob Knott – Head of Acorn IT will arrange distribution of all laptops.

A Parents IT Survey has been undertaken – See Appendix 3

Do you have any technology in the home ?

- Mobile phone
- Laptop
- Computer
- Tablet
- Do you have an internet connection?
- How many children do you have who would need access to a laptop?

Returning to school

The Headteacher with and through the Trust will work with the DFE/LA/PHE to ensure pupils only return to school when it is safe for them to do so. Prior to the return of more pupils and staff, all relevant risk assessments will be reviewed.

After a period of self-isolation, or the lessening of local lockdown rules, the headteacher will inform parents when their child will return to school. Trust wide templates have been prepared.

The headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

Safeguarding

Ensuring safeguarding arrangements remain effective while the school is partially closed is a key priority.

Our Child Protection and Safeguarding Policy was updated during the national lockdown to include provisions for keeping pupils safe during the coronavirus pandemic – we will continue to follow these procedures for pupils who remain at home, where appropriate, until all pupils are able to return to school. See Annex to Child Protection and Safeguarding Policy for additional advice during COVID pandemic.

We will continue to ensure that:

- The best interests of pupils always come first.
- If anyone in the school has a safeguarding concern about a pupil, they act immediately.
- A DSL or deputy DSL is always available – including Trust support if required
- Unsuitable individuals are not permitted to work with pupils or come into contact with pupils whilst on site.
- Pupils who remain at home are protected when they are online.

Food provision. Please see Appendix 4 - Catering continuity plan.

We will ensure measures are in place so that meals can be prepared and served safely for pupils who remain on site.

The Trust catering team will work with our food providers to ensure we can continue offering FSM to pupils and families who are eligible. See Appendix 4 for numbers of pupils eligible for FSM

Communication

The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all. Jo Ronxin (Head of Acorn Communication) will oversee all communication and prepare all templates.

All relevant stakeholders will be kept up-to-date with the circumstances of the local lockdown and how it affects the school as they develop.

If any member of the school community wishes to discuss any concerns relating to the school's provision during this period, they should contact the following as appropriate:

- Staff – their line manager
- Pupils – their class teacher or member of pastoral staff
- Parents – the headteacher or Exec Headteacher if the Head is unwell.

Monitoring and review

This plan will be reviewed continually in line with guidance from the government and Public Health England (PHE).

Any changes to the plan will be communicated to all relevant stakeholders.

Key Documentation:

1. School Action Card
2. School Plan
3. Latest Flow Chart
4. Actions in the event of bubble closure; (i) in event of confirmed cases; (ii) in the event of staff illness.

| Preventative Baseline Measures | Definitions |
|--|---|
| <p>Ensure baseline measures and outbreak control measures are in place:</p> <ul style="list-style-type: none"> • Regularly review & update risk assessments for proportionate control measures. • Implement your Contingency Plan (outbreak management plan) setting out how you would operate if additional measures were recommended in your setting to control an outbreak. • Follow advice on COVID-19 testing in educational settings. • Follow advice on managing a case of COVID-19 in your setting. • Practice good hand and respiratory hygiene. • Appropriate use of PPE. • Ensure good ventilation of indoor spaces. | <p>Covid19 symptom definition:</p> <ul style="list-style-type: none"> • high temperature, a new, continuous cough, a loss of, or change to sense of smell or taste <p>Close contact</p> <ul style="list-style-type: none"> • anyone who lives in the same household or is in a support bubble or childcare bubble with a positive case • anyone who has had any of the following types of contact with a positive case <ul style="list-style-type: none"> ○ face-to-face contact including being coughed on or having face to face conversation within 1 metre ○ been within one metre for one minute or longer without face-to-face contact ○ been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) ○ travelled in the same vehicle <p>Infectious Period: 2 days before the onset of symptoms to 10 days after onset. If case has no symptoms but a positive test, treat the 2 days prior to test as the infectious period.</p> <p>Incubation Period: Usually 5 – 6 days</p> <p>Outbreak: Two or more CONFIRMED cases in the same group or class</p> <p>Cluster: 2 or more confirmed cases among pupils or staff in the same setting within 14 days</p> |

| | |
|---|--|
| <ul style="list-style-type: none"> • Maintain appropriate cleaning regimes. • Deliver strong messaging about signs and symptoms, isolation advice and testing, to support prompt isolation of suspected cases. • Encourage vaccination uptake for eligible students and staff. | <p>Reporting thresholds as defined in the Schools Contingency Framework:</p> <ul style="list-style-type: none"> • 5 cases / 10% of pupils/staff, who are likely to have mixed closely, test positive within a 10-day period (mainstream schools); • 2 cases who are likely to have mixed closely test positive within a 10-day period (SEND/residential schools or settings with <20); • There are any admissions to hospital for COVID-19. |
|---|--|

Actions

| POSSIBLE Case in child or staff member | CONFIRMED Case in child or staff member | More than 2 CONFIRMED Cases in the same group or class |
|--|--|---|
| <p>Complete the daily snap survey for Wiltshire Council Public Health Team with case numbers and year group using this link even if a 'Nil' return. Link on the Right Choices website</p> <p>If the possible case is displaying at least one of the Covid symptoms (See definition box) ensure the case isolates, arranges a PCR test and informs you of the result.</p> <p>Household members should also isolate, unless they are fully vaccinated or under</p> | <p>Complete the daily snap survey for Wiltshire Council Public Health Team with case numbers and year group. Link on the Right Choices website</p> <p>Ensure the case isolates for 10 days.</p> <p>Household members should also isolate for 10 days, unless they are fully vaccinated or under 18 years and 6 months</p> | <p>Complete the daily snap survey for Wiltshire Council Public Health Team with case numbers and year group. Link on the Right Choices website</p> <p>:</p> <p>You may be contacted directly by Wiltshire Council Public Health Team if you reach the reporting thresholds detailed by the DfE Contingency Framework Guidance. (See definitions box)</p> <p>Follow the process for a confirmed case</p> |

| | | |
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| <p>18 years and 6 months, until the results are known.</p> <p>If the child/student is in the setting – isolate away from others and send home. (refer to PPE guidance if personal care is required within 2m)</p> <p>If the possible case cannot or will not, get a PCR test, they will need to isolate for 10 days from the date their symptoms started</p> <p>Clean and disinfect rooms the possible case was using ensuring appropriate PPE are used.</p> <p>No further action is needed until the test result is known.</p> <p>If test is negative, they can return once well and at least 24 hours fever free (without medication).</p> <p>If positive for COVID-19 follow the confirmed case process.</p> | <p>If the confirmed case has not been in the setting during their infectious period (see definition in above section) no further action needs to be taken by the setting.</p> <p>If the positive test came from an LFD test, the case should take a confirmatory PCR test within 48 hours of the LFD.</p> <p>If the follow up PCR is negative and the case has no symptoms, the case can stop isolating and return to the setting.</p> <p>Student/child</p> <p>Following a PCR positive results, NHS Test and Trace will speak to the case (or their parent/carer) to identify close contacts and provide testing and isolation advice as required.</p> <p>Staff</p> <p>Settings should identify any close contact co-workers (using definition in above box) and report these to the Self-Isolation Self Service Hub (020 3743 6715). NHS Test and Trace will then make contact to advise on isolation (if not vaccinated or not fully vaccinated) and testing.</p> | <p>Reinforce infection prevention measures throughout your setting including preventative baseline measures (box above) and</p> <ul style="list-style-type: none"> • rapid isolation of possible and confirmed cases • good hand hygiene and respiratory hygiene • good ventilation of indoor spaces • Regular cleaning of frequently touched areas <p>Contingency Framework</p> <p>As you have met threshold levels as defined by DfE (see box below) ensure you have implemented additional outbreak control measures and be ready to implement further measures as advised by the Public Health Team.</p> <p>Continue to report any further positive PCR Covid-19 cases on the daily snap survey</p> |
|---|--|--|

| | | |
|--|--|--|
| | <p>Staff and children who do not need to isolate should continue to attend the setting as normal.</p> <p>Contingency Framework</p> <p>If you have a confirmed case but not reaching threshold levels as defined by DfE (see definitions box) consider implementing additional outbreak control measures</p> | |
|--|--|--|

Local Authority response to positive cases

In accordance with changes in government guidance the service will be different to the response prior to the end of the summer term 2021

- In order that we can support you we ask that you keep us informed of your case numbers of PCR confirmed Covid-19 using the daily snap survey link located on the Right Choices Covid page so we can prioritise those settings most in need.
-
- Please be aware that due to the number of settings who may be requiring our additional support during this term you may not get a call back the same day.
-
- **The local authority is well placed to give local public health support alongside the education/early years team. Whilst settings can still choose to contact the DfE helpline (0800 046 8687) we ask that settings seek support through one route only.**

Wiltshire Council Public Health will: support your setting when you meet the threshold levels defined above; advise on additional measures that can be implemented; provide information for staff, parents and pupils; support with communications including providing template letters for parents etc. This will happen in partnership with LA Education, Communication and Transport colleagues and PHE SW HPT where appropriate.

Contact details:

Wiltshire Council Public Health - PHTracing@wiltshire.gov.uk - *this inbox will be monitored during office hours Monday to Friday 09:00 – 17:00. Urgent cases will be prioritised in accordance with the Contingency Framework*

Case numbers reporting system

Please complete the daily snap survey to report your COVID-19 case numbers on the link on the Right Choices website even if a nil return

The Public Health Team will contact you should case numbers continue to increase and meet the set threshold levels

Contact details

- Wiltshire Council Public Health case recording: [Right Choice \(wiltshire.gov.uk\)](https://www.wiltshire.gov.uk/right-choice)
- Wiltshire Council Public Health - PHTracing@wiltshire.gov.uk - *this inbox will be monitored during office hours and a member of the team will respond. Monday to Friday 09:00 – 17:00*
- Helean Hughes – Director Education and Skills helean.hughes@wiltshire.gov.uk
- NHS Testing service: NHS 111 Online portal or call 119. Or visit <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>
- Ofsted [Tell Ofsted if you have a COVID-19 incident at your childcare business - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/tell-ofsted-if-you-have-a-covid-19-incident-at-your-childcare-business) (follow the link on screen towards the bottom of the page)
- Early Years: earlyyears@wiltshire.gov.uk
- Regional leads:
 - Steve Wigley (North) steve.wigley@wiltshire.gov.uk
 - Judith Tinsley (East) judith.tinsley@wiltshire.gov.uk
 - Simon Watkins (West) simon.watkins@wiltshire.gov.uk
 - Debbie Tregellas (South) debbie.tregellas@wiltshire.gov.uk

- Louise Lewis - Head of Service louise.lewis@wiltshire.gov.uk
- Wiltshire Council Public Health Information Hub – publichealth@wiltshire.gov.uk – for general enquiries about coronavirus not related to outbreaks

Further information to consider for Outbreak Control Team (OCT) meeting if called

- Infection prevention control measures
- How children/students/staff move around the setting
- Potential for close mixing
- Cross over with other provision e.g. after school
- Children/students with safeguarding concerns
- Children/students on EHCPs / with complex needs
- Siblings in other year groups and/or schools
- Transport – Public or Passenger Transport
- Home learning provision
- Staff working in other settings – e.g. peripatetic
- Communications – LA will always provide support around this
- Inform/ involve Chair of Governors

For detailed information see:

- [Actions for schools during the coronavirus outbreak - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/actions-for-schools-during-the-coronavirus-outbreak)
- [Managing coronavirus \(COVID-19\) in education and childcare settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/managing-coronavirus-covid-19-in-education-and-childcare-settings)

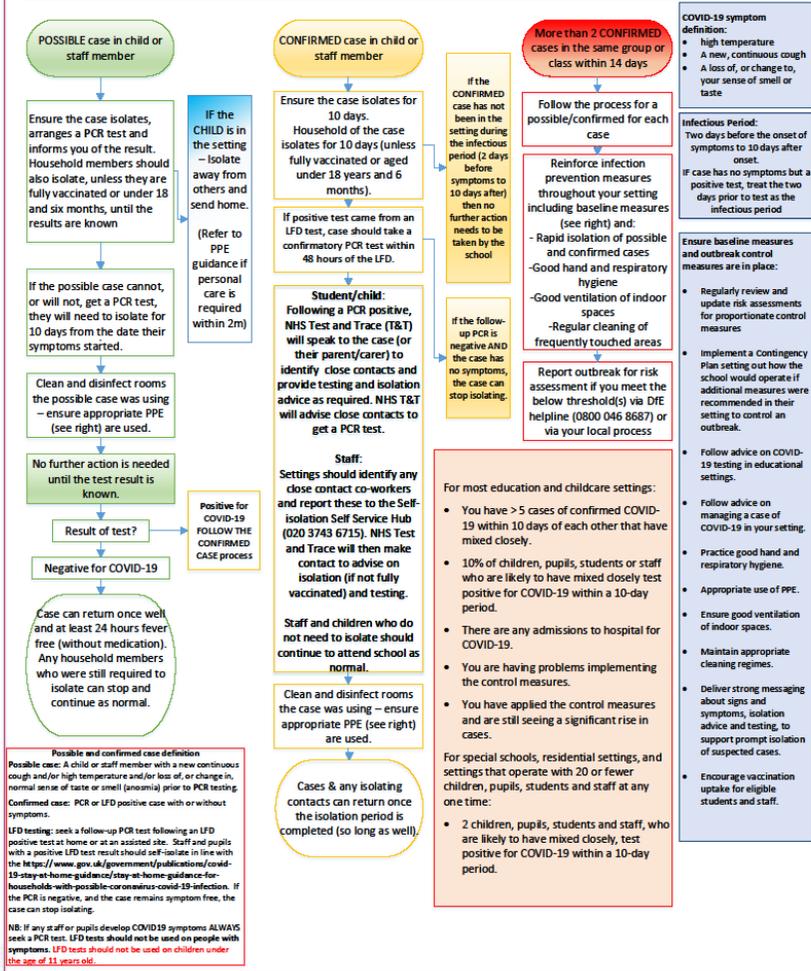
- [Dedicated transport to schools and colleges COVID-19 operational guidance - GOV.UK \(www.gov.uk\)](#)
- [Right Choice Covid-19 page](#) for useful information and resources including. **Check this page on Right Choice regularly for updated information including the latest version of this Educational Settings Internal Action Card**
- **Check primary and secondary document sharing platforms for updated guidance and resources to support asymptomatic testing.**

PHE SW HPT: Guidance for Childcare and Educational Settings in the Management of COVID-19

Version 16 2021.09.10

Prevent the spread of all infections by maintaining high standards of hygiene, including hand washing and regular cleaning and disinfection of surfaces. If you have any infection control concerns or questions please call the Department for Education (DfE) advice line on 0800 046 8687. Your local process or the DfE will escalate to the South West Health Protection Team (HPT) as necessary for further risk assessment. Please only call the HPT if they advise you to do so.
 GUIDANCE: Visit <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance#stepping>
 FOR TESTING: Visit <https://www.gov.uk/get-coronavirus-test> or call 119.

BEFORE USING THE FLOWCHART – PLEASE CHECK THE DEFINITION OF A POSSIBLE AND CONFIRMED CASE – SEE BOX AT BOTTOM OF PAGE





Class Table plans saved in Business Continuity Plan folder on Winpool

Appendix 1. Learning in the event of a bubble shut down.

At Dilton Marsh CE Primary School our objectives we want to secure through our approach to home learning. We want to ensure that:

1. The disadvantage gap does not widen
2. Gaps in knowledge do not slow down later learning
3. Students do not feel alone or forgotten
4. Parents and students feel reassured
5. School staff, pupils and families can sustain the mode while schools remain closed

Support pupils to remember and apply already acquired knowledge

We want pupils to revisit and build upon concepts and ideas that are already familiar to them. As a result, our home learning resources contain a high ratio of practice. This will reduce the load on 'parents as teachers' as well as lower the risk of pupils becoming disengaged with the learning. Of course, they should provide stretch and challenge, but within concepts and ideas which are already familiar. We have to remember that many parents were not taught the same skills and processes which we teach today. This is particularly true of methods for calculation and reasoning in Maths.

New learning should focus on non-foundational/core knowledge

This is perhaps the most controversial element of our framework as teachers and leaders are rightly anxious that pupils do not fall behind. However, not all pupils will learn as effectively through an online and independent learning approach. Home learning is not equitable – and many children will find learning new things hard without support. It is also difficult to identify misconceptions that develop when learning new knowledge in this way. We have thought carefully whether it is appropriate to introduce new knowledge and concepts to pupils. A good example here might be in English – if your usual curriculum has Summer term as poetry in Year 4, do you really want your students' first experience of poetry in a new genre to be encountered at home? Would it be possible to swap that unit with another one planned in year 4?

Activity should be purposeful, manageable and not lead to 'busy work'

We will only create or signpost resources which are well thought through and we can be confident that they will deliver impact (towards our aims). It should not lead to 'busy work' for parents, pupils or teachers. As far as possible our approach lends itself to independent learning, as we know that most parents and carers do not have the capacity to support their child's learning all day. We have listened to the opinions of parents voiced through our parent survey (August 2020) and adapted our approach for further lock down or class closures.

We must monitor engagement and continue to evaluate

In order to check that our approach is equitable and inclusive, it is important to ensure that Dilton Marsh CE Primary School builds in a mechanism to monitor the engagement of pupils and that act upon this information. We will rely on weekly communication with parents via email or phone calls as well as evidence of work (photographs or digital work). We are likely to make mistakes but will learn as we go. Schools may 'step-up' or 'step-down' their home learning approach based on feedback from pupils and teachers.

We must ensure an equitable approach

- We will attempt to use **real-time learning** using MS Teams. We acknowledge its benefits – it can lead to more impactful remote learning, support student engagement and motivation, and enable instant feedback and clarification to avoid misconceptions emerging. However, we will not try to replicate our full timetable using this approach. This may not be able to be carried out by your child's normal class teacher.
- We will deliver a **blended approach** which uses the universal resources provided, alongside TEAMS, perhaps supplemented with some live learning based on the knowledge of cohorts and their access to technology.
- Learning packs will be provided and given to children, as a paper copy, whenever possible. It will be available online for those parents who are not able to collect due to self-isolation.
- We will endeavour to provide learning which provides a similar structure regardless of age, thereby making it easier for parents to support more than one child in the family. This will also encourage siblings to work together on the same area.

Through all of this **it is vital that home learning balances teacher workload vs their own added responsibilities at home during this time** – teaching is a demanding profession - even in less remarkable times than these. We are acutely conscious of the demands already placed

on teachers to deliver the Community Classrooms for the children of key workers, safeguard vulnerable young people, and contribute to planning remote learning. All whilst fulfilling their own caring responsibilities at home. Ensuring that teachers are supported and well-resourced for home learning is essential.

Pupils in EYFS will be directed to activities through e-schools and Class Dojo. Activities will be set weekly by the teacher or Teaching Assistant. These will be largely play based to develop skills in Phonics, Literacy and Numeracy as well as other areas of learning.

Pupils in Key Stage One and Key Stage Two

| | |
|-----------------------|---|
| Reading | Children should be reading a minimum of 4 times a week as they should throughout the year. This reading will be recorded in their Home Reading Diary. This will be recorded and rewarded when the children return to school. |
| Reading comprehension | All children will be given Reading Comprehension tasks building on a skill previously taught. The teacher will choose texts with the appropriate level of challenge, depending on the child's level. |
| Writing/SPAG | Parent surveys demonstrated that children struggled to write at length at home. The focus on home learning will be on SPAG skills. The teacher will provide learning which enables the children to practise a previously taught skill. |
| Maths | Power Maths will be shared with parents at the appropriate level and they will be able to work through at the appropriate stage. This will be supported by a number of live lessons through MS TEAMS. |
| Non-Core | Key Stage One and Key Stage Two children will be given further work which compliments (but does not replace) the learning in school. These may be taken from the Oak Academy material which is supported by teaching videos and activities. |

If one bubble closes we will aim to have virtual sessions via Microsoft Teams with groups of children. These sessions will be no longer than 30 minutes and must follow Dilton Marsh CE Primary School Online/Remote Learning policy (See Appendix 4).

If more than one bubble needs to close then we will endeavour to continue to offer this amount of online learning time. However, where this is not possible and the number of sessions need to be reduced these sessions will be communicated out to parents.

Parents will be required to accept the invitation ASAP and these will be sent out as soon as possible.

Appendix 2 – Admin information

- **Contact details have been removed for Website Version**

Appendix 3 - Access to IT survey

83 responses

4 pupils do not have access to any technology for home learning.

4 pupils have access through a mobile telephone only.

1 family so not have internet access, 4 other families do not have a Broadband connection but can access the internet through mobile data (3G/4G)

34 families need their devices for parents work alongside children's learning.

Appendix 4. Catering Business Plan

Dilton Marsh FSM numbers

| Year group | Number of pupils |
|------------|------------------|
| Year R | 1 |
| Year 1 | 1 |
| Year 2 | 2 |
| Year 3 | 6 |
| Year 4 | 1 |
| Year 5 | 0 |
| Year 6 | 1 |

Catering Business Continuity Plan

Communication to Primary Schools for any scenario– Joel Deverill / James Evans/ Claire Humphries/ Karen Bannister to call primary schools and explain situation regarding school meals.

Minimum number of staff required to produce food for Kingdown and Primaries is 7.

Scenarios

If Joel is absent, Claire to manage

If Joel and Claire absent – Jen to manage.

If Joel, Claire, Jen absent – Claire Williams to manage. Julie and Kelly to cook for Kingdown. Primaries to go to packed lunches

More than 5 kitchen staff are ill.

Action: Close New Close and all remaining staff based at Kingdown. Cold food only to be prepared and served to both Kingdown and Primaries

All kitchen staff are ill

Action: Kitchen open at Kingdown cold food for FSM pupils only. To be prepared by any available site staff/ TA's/ business staff. FSM food only to be transported to schools for distribution. Non FSM pupils to bring packed lunch provided from home.

No staff available for food preparation

Action: Parents to provide packed lunch for pupils. FSM parents to be reimbursed monies owed.

In the event of year group closure at Kingdown.

Food for pupils on site at Kingdown and primaries to continue

Food for Year group not in school. FSM pupils only.

Food parcel to be prepared for 1 week's meals. To be a combination of loaf of bread, butter, filling (cheese, ham), drink, yoghurt, fruit, cake.

To be distributed to central point in local community and families to collect. At this point may require additional member of staff to deliver food.

Stock of food.

Bulk buy bread, Create a stock of cakes and freeze, check with supplier for best before dates on sandwich fillings. Fruit and yoghurts can be obtained daily.

Appendix 5 – Remote Learning Plan

Remote Learning Plan



OAK
NATIONAL
ACADEMY



Seesaw

In order to ensure that learning is continued, irrespective of lockdown and self-isolation all Primary Schools within Acorn Education Trust will be following the remote learning plan, which builds on existing strong home/school links. This plan outlines our approach, whilst acknowledging each school has a detailed plan for remote learning which reflects the different platforms in each school. This plan outlines the remote learning opportunities whilst also recognising that some households have limited access to devices and would require hard-copies of work and resources.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#) and the school's own business continuity plan.

Software and online platforms

Within all plans, teachers will set appropriate work in-line with the school's current curriculum and schemes that support the curriculum. This will be supplemented, as appropriate by a range of resources which are provided by Oak Academy, White Rose Maths and BBC Bitesize.

Whilst recognising each school is different, children will remain in contact with their Class teacher through MS Teams, Zoom, Seesaw and the School's own website (to share successes and communications).

Oak Academy remote learning has been signed posted to all schools because of its high quality; encouraging the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support.

White Rose Maths resources will be used as they are matched to our current maths curriculum model and are rooted in the mastery approach. Children are very used to seeing these resources. Schools who use Power Maths will be using the online modules to support remote learning.

Multiple platforms offer the ability to cover basic skills which include Professor assessor and TT Rockstars. These will all be utilised to support the acquisition and retention of basic core skills.

MS Teams and Zoom calls will support schools in offering face to face contact with their teachers and some online learning opportunities.

Private connections to the school website (only accessed with personal logins), Seesaw and Tapestry will remain a critical source of communication with families and has already proved to be invaluable. Teachers and parents will be able to message one another to share information and offer support.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that all Acorn Education Trust Schools make that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Private connections to the school website
- Tapestry
- Seesaw
- MS Teams
- TT Rockstars

Worksheets and Practical Resources

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a pack of work and instructions about the use of any online platforms that the school uses or recommends. Children will have immediate opportunity to continue their learning.

The work packs should be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials (this might need to be delivered). In the case of whole cohort isolation, resources will be uploaded to the agreed school platform and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

| Pupil needs to isolate because someone in their household is symptomatic or tests positive | |
|---|---|
| Ongoing Support | Safeguarding/SEND |
| <p>Using the school agreed platform, the Classteacher will upload work to allow parents to see the learning materials. The teacher will decide what materials are most appropriate for the individual child.</p> <p>If teaching input is required for core lessons, the teacher can either direct the parent to a relevant Oak National taught session or they could use MS Teams to check in with the pupil.</p> | <p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results</p> <p>If child is entitled to benefit-related FSM ensure food made available</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL</p> <p>If a child does not engage, the Classteacher is to call the parents to discuss obstacles and support.</p> <p>Children with SEND may require differentiated resources or additional scaffolding and support for work. If children with SEND are struggling, the teacher or TA may conduct a “check-in” via MS Teams.</p> <p>Class teachers should offer alternative ways to writing for recording work where relevant to children with SEND. Children should be encouraged to read.</p> <p>For children with SEND who are receiving Speech and Language or ELSA intervention in particular, this should take place via MS Teams.</p> <p>For children with SEND, a known adult from school should ring home at least once a week.</p> |

| A group of children are self-isolating because of a case of coronavirus in their class bubble | |
|---|--|
| Ongoing Support | Safeguarding/SEND |
| <p>Using the school agreed platform, the Classteacher will upload work to allow parents to see the learning materials.</p> <p>If teaching input is required for core lessons, the teacher can either direct the parent to a relevant Oak National taught session or they could use MS Teams to check in with the pupil.</p> | <p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results</p> <p>If child is entitled to benefit-related FSM ensure food made available</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL</p> <p>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and support.</p> <p>Children with SEND may require differentiated resources or additional scaffolding and support for work. If children with SEND are struggling, the teacher or TA may conduct a “check-in” via MS Teams.</p> <p>Class teachers should offer alternative ways to writing for recording work where relevant to children with SEND. Children should be encouraged to read.</p> <p>For children with SEND who are receiving Speech and Language or ELSA intervention in particular, this should take place via MS Teams.</p> |

| | |
|--|--|
| | For children with SEND, a known adult from school should ring home at least once a week. |
|--|--|

| A whole bubble/cohort of children is isolating because of an outbreak of coronavirus | |
|--|---|
| Ongoing Support | Safeguarding/SEND |
| <p>Teachers will share a timetable of learning – this will consist of core subject lessons, a non-core lesson and a whole class reading session per day via the school’s agreed communication platform</p> <p>Teachers will schedule MS Teams sessions to support the remote learning arrangements</p> <p>Some live will be delivered through MS Teams and recorded lessons will be distributed through the school’s own platform.</p> <p>The Classteacher will share links to appropriate lessons from the school’s own curriculum, White Rose Maths or Oak National lessons through the school’s agreed communication platform. Teachers will then be accessible to children through Teams so that any issues can be addressed.</p> <p>For non-core lessons, resources will be shared through the school’s agreed communication platform and where possible web-links to appropriate support materials will be shared. This will often be through Oak National using lessons that link to the school’s own curriculum. Teachers will schedule Teams sessions to support those children needing additional input.</p> <p>Time will also be scheduled for the children to watch an online assembly delivered by the Headteacher/member of SLT. This will encourage children to keep working, celebrate successes and promote a togetherness.</p> <p>The schools will communicate how completed work should be shared (dependant on the school platform). Teachers can then review the work and feedback and queries can take place throughout the day.</p> | <p>Parents notified so they know to communicate test results</p> <p>If any children are entitled to benefit-related FSM ensure food made available</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL.</p> <p>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family. This could then be followed up by calls from ELSA if there are pastoral issues.</p> <p>Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Teams as long as the agencies engage.</p> <p>The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly. Some children with SEND may require</p> |

In the event of teachers becoming ill, if available, support staff will be required to 'takeover' or SLT will direct children to Oak Academy/ White Rose or BBC Bitesize.

some alternative resources to enable them to access the curriculum remotely. This will be planned as usual by the class teacher with support from the SENCO where needed.

See above for children with SEND.