

Nunney First School



Contingency Plan for Coronavirus (COVID-19)

Responsible Person – Headteacher

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1. Introduction

If there is a spike in COVID-19 infection rates in the local area that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. These measures may include the full or partial closure of schools in the area.

This document outlines how Nunney First School will operate if a full or partial closure is required. In this event, the school will work closely with the DfE Coronavirus Helpdesk and/or local Health Protection Team (HPT) and will immediately implement actions as advised.

The planning that sits behind this contingency plan draws on Section 5 of the DfE document [Guidance for full opening: schools](#). This guidance asks schools to prepare to be able to respond quickly to a request from the Government or local HPT for a full or partial closure. This includes the requirement to offer immediate remote education that is linked to the school's curriculum expectations.

Nunney First School's "Contingency Plan for Coronavirus (COVID-19)" is a live document. It will be reviewed by the Headteacher in conjunction with key stakeholders, as and when new information is released or learning is acquired through experience or the experiences of other schools in The Bath and Mendip Partnership Trust.

2. Scope of the Contingency Plan

The contingency plan sets out the way in which Nunney First School will remain operational and be in a position to provide high quality remote learning for pupils who are unable to attend school for reasons directly relating to COVID-19.

Relevant aspects of this plan can be put into action immediately should:

- The school be asked to close temporarily for most pupils
- A class or classes need to self-isolate, but the rest of the school is still open
- One or more pupils be prevented from attending school because they are following NHS guidance in relation to self-isolation e.g. awaiting a test outcome for him/herself or a member of the same household or being told to self-isolate by NHS Test and Trace.

For individual pupils who are self-isolating, remote education will be provided where the absence exceeds two days and is directly related to testing for COVID-19, confirmed cases of COVID-19 in the household or is on the instruction of NHS Test and Trace.

The aim of the contingency plan is for the School to continue providing an effective and meaningful education for pupils. The plan sets out:

- How communication will occur
- Technology systems to be utilised
- What teachers will provide
- How pupils should engage

3. On-site provision in the event of full closure

In the event of full closure, the school will continue to offer on-site provisions for eligible pupils. Eligible pupils are likely to be vulnerable pupils and children of critical workers. The school will maintain a list of these children, which will be updated each term (6 times per year).

The school will communicate openly with parents regarding eligibility and parents will be asked to contact the school office via email or telephone to secure a place at least 48 hours in advance. This number will be used to organise the staffing required to ensure the effective education, welfare and safety of those on site.

In circumstances where a parent or carer of a child with a social worker does not want their child to attend school, the school and the child's social worker will explore the reasons for this with the parent or carer, and work with them to support the child to attend. A plan will be in place to support the family.

The Headteacher will work with the two Teachers in Charge to decide the groups/bubbles in which eligible attending pupils will be taught. These may be different to the regular class groups in place when the school is fully open. We will work on the principle that class sizes are at least halved with no more than 12 pupils per bubble. Teaching Assistants will lead these bubbles and will supervise pupils to complete the remote learning set by their teacher. This will enable teachers to plan work, deliver video sessions and provide feedback to pupils in their class in a timeframe that has impact on the child's next steps.

In the event of a teacher being absent due to illness or unable to work, their professional responsibilities set out in this plan (see section 10) will be covered by the Teacher In Charge who has a part-time contract and is not assigned to a class. This is subject to circumstances and capacity.

We will ensure that appropriate support is in place for pupils with SEND who are attending school. Interventions and specific pupil work will continue where staffing permits.

Once established, the integrity of each group/bubble will be maintained across the period of full closure. Groups will not mix during the day, or on subsequent days. Named staff will remain with the group across the closure.

4. Staffing

Critical workers, which includes school staff, are permitted to travel into and out of lockdown areas to get to work in order to maintain provision for pupils who are eligible to access their schooling onsite.

If shielding measures are reintroduced due to the local lockdown, risk assessments already in place for staff who are clinically vulnerable or extremely clinically vulnerable will be reviewed and updated. Staff will be supported to work from home where it is appropriate for them to do so; appropriate leave or pay measures may also be discussed.

Staff with roles that must be undertaken on site will be asked to come into school to work 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.

A staff audit has been conducted to identify those who are able to work on site and those will need to work from home due to underlying health conditions 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 has changed.

If any staff member has concerns regarding working on the school site, they will discuss these with their line manager. A record, including the agreed way forward, will be kept of each discussion.

A table showing the minimum number of staff needed to safely open the school for pupils is provided in Appendix 1.

5. Infection prevention and control

A live Risk Assessment for COVID-19 is in place. This meets the requirements set out in the [DfE's system of controls: protective measures](#), which are found in Section 1 of the Guidance for full opening: schools.

In the event of a full or partial closure, this risk assessment will continue to inform and direct COVID-safe operational practices across the school. The risk assessment will be reviewed weekly as a minimum and updated as required. Updates will be shared with staff and attention drawn to these.

6. Transport

Staff do not use public transport to travel to and from work, nor do they car share. Pupils either walk to school or are brought to school by their parents or carers. Families do not share transport. Staff will monitor and implement appropriate control measures should this situation change.

7. Provision of food

We will work with our school meals provider (Fosse Way Kitchen) to ensure that measures are in place to safely prepare and serve food to pupils who remain on site.

A packed lunch or food vouchers equivalent to £3 per child per day will be provide for children entitled to benefits related free school meals in the event of them not being able to attend school due to a full or partial closure.

Details regarding the provision of food will be emailed to parents of children entitled to benefits related free school meals when updated guidance is received from the Government.

8. Communication

The school will communicate its plan for full or partial closure to parents and staff, including whether it will remain open to vulnerable pupils and children of critical workers or whether remote working/learning is applicable to all.

Relevant stakeholders will be kept up-to-date with the circumstances of any closure and the impact of this on the school, as the incident unfolds. Information will be shared via email and Class Dojo.

Members of the school community who wish to discuss concerns relating to the school's provision during a COVID-19 related closure, should contact the following as appropriate:

- Staff – their line manager
- Pupils – their class teacher
- Parents – the headteacher.

9. Safeguarding

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

Our Safeguarding and Child Protection 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, until all pupils are able to return to school.

We will ensure that:

- The best interests of pupils 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
- Unsuitable individuals are not permitted to work with pupils or come into contact with pupils whilst on site
- Guidance is in place to help protect pupils who remain at home when they are online.

10. Remote education

If full or partial closure is implemented, the school will offer immediate access to remote learning for pupils who are required to remain at home.

An outline of our Remote Learning Plan is included below. Specific details are located in Appendix 2.

Teaching and learning

All pupils will have access to high-quality education when remote working.

The school will use a range of teaching methods to cater for different learning styles. This will include: online material, direct teaching, videos, games, quizzes and creative tasks. Teachers will ensure lessons are inclusive and can be adapted to account for the needs of disadvantaged pupils and those with SEND.

When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day
- Deliver a planned, coherent and well-sequenced curriculum, which allows skills to be built incrementally
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers where possible.

All provisions for remote learning will be subject to the age, aptitude and/or SEND needs of pupils the class teacher is setting work for.

In exceptional circumstances, the school may reduce the breadth of its curriculum offer to enable pupils to manage the workload at home. The headteacher will assess this need, keeping pupils' best interests in mind. Teaching of English and mathematics will take precedence.

Teachers will continue to use formative assessment to plan and shape the learning they provide for pupils.

The school has registered with Somerset County Council to utilise support available through the DfE's [Get help with technology during coronavirus \(COVID-19\)](#) scheme. Through the scheme, the school can order 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:

- Children with no digital devices in their household
- Children whose only available device is a smartphone
- Those with a single device in their household that is being shared with more than one other family member
- Families who do not have a fixed broadband connection at home.

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 hardware provided safely.

Once devices are ready for collection, the school will arrange for them to be collected by families from school or deliver them to pupils' homes, ensuring infection control measures are adhered to as part of this process.

If in the event of a local lockdown, the DfE makes further devices available through the [DfE Get help with technology during coronavirus \(COVID-19\)](#) scheme, these will be issued in line with Government guidance.

Our approach to remote learning (see Appendix 2 for specific details)

In the event of full or partial closure, pupils will be sent home with a:

- Pupil learning pack containing resources including: number lines, number squares and other support materials dependent on year group requirements
- Stationery pack including items appropriate to their age e.g. exercise book, pencil, ruler, glue stick etc.
- Logins to appropriate online learning platforms e.g. Mathletics and Purple Mash.

Vulnerable pupils and children of critical workers remaining at Nunney First School will have their equipment and information sent to their new bubble.

Roles and responsibilities

The Headteacher will:

- Ensure families entitled to benefits related Free School Meals are provided with food or vouchers
- Ensure home learning tasks are of a high standard and in line with year group expectations
- Monitor communication logs to ensure pupils and their parents/carers are engaging in remote learning and any issues are followed up
- Regularly monitor open safeguarding concerns
- In their role as Designated Safeguarding Lead (DSL), manage new safeguarding concerns in liaison with other agencies as required
- Communicate regularly with families through Class Dojo, emails and phone calls
- Meet daily with staff to address concerns and next steps (this could be in person or through virtual media)

- Responds to parents' queries and concerns
- Ensure the day-to-day running of remote education and the safety of those working and receiving their education on site.

Class Teachers will:

- Follow their usual planning for all subjects
- Follow their usual timetable of learning each day, through a virtual platform
- Plan for regular PSHE sessions
- Remotely meet pupils each morning to introduce the day's learning, teach new content and ensure children understand their learning tasks
- Feedback to pupils on their uploaded learning
- Provide additional support for children/parents through phone calls, email or explanations via ClassDojo
- Share regular storytimes
- Speak with all pupils through their parents, on at least a weekly basis, either through Class Dojo or phone calls
- Monitor pupils' daily engagement with planned learning and contact the families of those not engaging to offer support, seeking to remove barriers in this process
- Log any safeguarding concerns and liaise with the DSL or Deputy DSL.

Teaching Assistants will:

- Manage learning bubbles releasing the teacher to plan and deliver teaching
- Ensure pupils in their bubble engage with and complete work set by the teacher
- Continue to deliver SEND support/interventions for pupils who are present and usually receive this
- Support the class teacher they usually work with
- Be a visible presence in the daily class morning Zoom meeting
- Under the guidance of the teacher, make weekly phone calls to named pupils to check on their learning and wellbeing
- Log any safeguarding concerns and report these to the DSL/Deputy DSL as a priority.

Safeguarding Team will:

- Regularly call identified families to offer support and check on children's wellbeing
- Liaise with external agencies and ensure that support through Early Help services is in place and effective for children who need this
- Take part in remote safeguarding meetings as appropriate
- Conduct home visits where appropriate, to families staff are unable to contact or who are causing concern (following COVID-19 guidance)
- Monitor safeguarding concerns on a daily basis and promptly follow up any concerns.

Pupils/Parents will:

- Log onto the appropriate remote live or recorded video sessions each morning
- Watch all of the learning videos/join remote live learning sessions, taking a full and active part in these
- Complete the learning set by their teacher each day and upload work to their Class Dojo portfolio as requested by the teacher

- Record their daily reading in their online Purple Mash reading journal
- Join in with the storytime session planned by their teacher
- Use online resources such as Mathletics, timestables.co.uk and Mathletics as well as other resources they are directed to by their teacher.

Parents will:

- Set a clear routine with each child using the timetable provided by the school and the daily learning set
- Read all communication that come out to ensure they are fully aware of and up-to-date with key information
- Support their child/ren to complete all of the learning set
- Liaise with school staff and seek support on behalf of their child when needed, using email or Class Dojo
- Ensure courtesy and politeness to any member of staff within any communication
- Provide access to the learning offered for their children
- Support their children by uploading photographic evidence and videos of work completed to their child's Class Dojo portfolio for assessment and feedback
- Liaise with school staff to share how well their child/ren have engaged with the work set.

11. Returning to school

The headteacher will work with the CEO/Trust Board, Somerset County Council and the SW HPT to ensure pupils return to school as soon as it is safe for them to do so. Prior to the return of absent pupil and staff, 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/ren will return to school. The headteacher will listen to 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.

12. Monitoring and review

This contingency plan is a live document that will be updated as needed, in response to guidance from the Government, Public Health England (PHE) and the local Health Protection Team, and experiential learning as coronavirus (COVID-19) events unfold.

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

Signed by:

Sue Heal Headteacher

Date: 5th October 2020

Sue Thomas Chair of Governors

Date: 5th October 2020

Appendix 1 - Critical Numbers

The school requires a certain number of staff to be on site in order to deliver the safe education of all pupils on site. The table below shows the number of staff required in each role and how a drop below this level would be managed.

Area of the school	Critical numbers	Plan if the critical number is not met
Office	1 on site	<ul style="list-style-type: none"> - Option 1 Headteacher based in the office - Option 2 HLTA based in the office - Option 3 Approach Trust Business Director to see if office staff from another school are available to cover - Option 4 Teacher of Hedgehog Class to cover office duties with TAs delivering teaching for Hedgehog pupils under the direction of the teacher - If no one available to staff the office school shut down
First Aiders	1 on site	<ul style="list-style-type: none"> - Final First Aider on site must be paediatric trained to comply with EYFS statutory requirements - Option 1 Ask Childcare Leader in Nunney Pre-School (on same site) if a member of their team can be called on to immediately attend should First Aid treatment/advice being required for a Reception pupil/s. - Option 2 Ask the SMSA who holds a First Aid qualification if they have capacity to be on site as a First Aider (paid as overtime)
Cleaning staff	2 available to work contracted hours	<ul style="list-style-type: none"> - Approach an agency (Busy Bees) to see if they have cleaners who can cover - Redistribute HLTAs hours to create capacity for cleaning duties or offer overtime for this purpose - Headteacher to cover
Caretaker	1 on site	<ul style="list-style-type: none"> - Headteacher to cover
Lunchtime Supervisors	2	<ul style="list-style-type: none"> - Teachers, TAs and Headteacher to cover in rota ensuring everybody has a break and the person who takes the lead holds a level 2 qualification in Food Hygiene - If this is not possible ask our hot meals provider (Fosse Way Kitchen) to supply individually wrapped sandwich lunches
School Leadership	1	<ul style="list-style-type: none"> - 1 member of leadership team must be on site - Leadership Partner (Sarah Savage) or CEO (Emily Massey) to be on call
Class Teachers / TAs	3	<ul style="list-style-type: none"> - A member of staff needs to be available for each class. TAs have the experience required to cover classes under the direction of a teacher - If numbers fall below 3, headteacher to seek advice from Emily Massey (CEO) - Close classes in turn, starting with older pupils who are better able to engage in remote learning

Appendix 2 – Remote Learning Plan

The following online curriculum platforms will be used by teachers to support remote learning

Yellow: in the event of an individual being required to self-isolate and where teachers are leading teaching and learning for a full class that is in school

Green (this encompasses provisions highlighted yellow): in the event of a class or whole school closure

	Squirrel Class Reception	Hedgehog Class Key Stage 1 (Years 1 & 2)	Otter Class Lower Key Stage 2 (Years 3 & 4)
Phonics /reading	<ul style="list-style-type: none"> Ruth Miskin School Portal (virtual classroom resources) Collins Big Cat banded e-reading books and question sets/resources for comprehension (pink to lime reading bands) Daily reading logged in the child's Purple Mash reading diary Story of the day – online or read by teacher 	<ul style="list-style-type: none"> Ruth Miskin School Portal (virtual classroom resources) Collins Big Cat banded e-reading books and question sets/resources for comprehension (pink to lime reading bands) Daily reading logged in the child's Purple Mash reading diary Story of the day – online or read by teacher 	<ul style="list-style-type: none"> Serial Mash chapter books for Years 2 – 6 with inbuilt comprehension tasks Serial Mash 'Meet the Author' resources Collins Big Cat banded e-reading books and question sets/resources for comprehension (pink to lime reading bands) Daily reading logged in the child's Purple Mash reading diary Story of the day – online or read by teacher
Writing including SPaG	<ul style="list-style-type: none"> Oak National Academy teaching videos for early writing 	<ul style="list-style-type: none"> Continue with Pathways to Write schemes of learning with teachers making links to relevant Oak National Academy teaching videos for particularly for SPaG and modelled writing 	<ul style="list-style-type: none"> Continue with Pathways to Write schemes of learning with teachers making links to relevant Oak National Academy teaching videos for particularly for SPaG and modelled writing
Mathematics	<ul style="list-style-type: none"> BBC Bitesize – Numberblocks Mathletics Maths tasks and activities set and modelled and by the teacher 	<ul style="list-style-type: none"> WRM Home Learning – Premium Resources Purple Mash maths resources Mathletics 	<ul style="list-style-type: none"> WRM Home Learning – Premium Resources Purple Mash maths resources Mathletics timestables.co.uk
PHSE & Wellbeing	<ul style="list-style-type: none"> SCARF resources posted on the daily remote learning plan A daily mindfulness activity posted by teachers (Anna Freud resources) 	<ul style="list-style-type: none"> SCARF resources posted on the daily remote learning plan A daily mindfulness activity posted by teachers (Anna Freud resources) 	<ul style="list-style-type: none"> SCARF resources posted on the daily remote learning plan A daily mindfulness activity posted by teachers (Anna Freud resources)
Wider curriculum	<ul style="list-style-type: none"> PE - Cosmic Kids PE - Go Noodle Mini Mash 	<ul style="list-style-type: none"> PE - Cosmic Kids PE – Go Noodle Purple Mash 	<ul style="list-style-type: none"> PE - Cosmic Kids PE – Go Noodle Purple Mash

	<ul style="list-style-type: none"> • Oak National Academy (EYFS resources) • Links to videos and resources provided through Curriculum Maestro the resource that shapes project work 	<ul style="list-style-type: none"> • Links to videos and resources provided through Curriculum Maestro the resource that shapes project work 	<ul style="list-style-type: none"> • Links to videos and resources provided through Curriculum Maestro the resource that shapes project work
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	Squirrel Class Reception	Hedgehog Class Key Stage 1 (Years 1 & 2)	Otter Class Lower Key Stage 2 (Years 3 & 4)
Continuity and progression	<ul style="list-style-type: none"> • The resources above will be used to enable medium term, planned teaching sequences to continue without disruption or significant modification. 		
Preparation for immediate switch on of remote curriculum provision	<ul style="list-style-type: none"> • Timetable templates have been discussed, agreed by teachers and produced (see page 14). • The Computing Leader who covers PPA across all classes will introduce pupils in Hedgehog and Otter classes to the template. Lessons she leads in term 1 will support children to understand the timetable, know how it should be used and engage with expectations in the event of partial or full closure. • An information leaflet will be produced and shared with parents/carers by the middle of term 1 so that they are familiar with the timetable and know what to expect in the event of a partial or full school closure. 		
Remote contact with the teacher	<ul style="list-style-type: none"> • Teachers, with the TA and pupils eligible to attend school in attendance, will lead a daily morning welcome using Zoom. The timetable of lessons for the day will be explained and new learning will be modelled. • A timetable for the day including all links and suggested time to be spent on each lesson will be uploaded to Class Dojo each day. • Worksheets for tasks will be uploaded to Class Dojo by teachers. Parents can print these or children can complete and upload them online using a finger/stylus on a touchscreen. 		
Marking of work and feedback	<ul style="list-style-type: none"> • Parents will be asked to help pupils upload videos, work saved as PDFs or photographs of completed work to each child's personal learning portfolio on Class Dojo. • Teachers will provide feedback to children and parents through Class Dojo. This will include the child's successes and precise next steps. • Marking of English tasks, spelling assessments, quizzes and accuracy checks on platforms such as Mathletics and timestables.co.uk will be used by teachers for formative assessment purposes, which will help to shape planning for the next day within the overall unit of work being completed. • Teachers will check and feedback on work once per day as a minimum. • Children will be asked to complete their online Purple Mash personal reading journal every day. Teachers will check and feedback on these each day. 		
Access to online resources	<ul style="list-style-type: none"> • Printed resources and stationary packs will be made available for pupils who do not have access to online resources. Parents will be asked to collect these from school on a weekly basis. • The school will loan a pupil iPad to children who have wireless connectivity but have to work on a phone. A signed agreement between the school and parent will facilitate this. 		

Learning for pupils who have SEND	<ul style="list-style-type: none"> • Work provided for pupils with SEND will be appropriately differentiated. • Teachers will draw on Oak National Academy SEND resources. • Once per week, teachers will communicate with parents, ways in which they can support targets in the child's Personal Learning Plan. Communication about this may be over the phone, via Class Dojo or email.
Rewards	<ul style="list-style-type: none"> • Rewards will be awarded by class teachers via Class Dojo. These will align with school policy.

Exemplar timetable (embedded links will facilitate access) – see page 14

Exemplar timetable for LKS2 class (embedded links and platform icons are designed to facilitate independent access by older pupils). Subjects will be selected to align with teachers' planning for the closure period. The timetable for the day runs across two sheets. Once complete, it will be saved as a PDF and uploaded to the class page on Class Dojo.





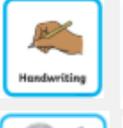


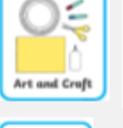


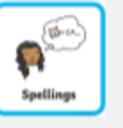
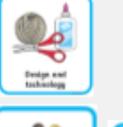

Otters Remote Learning

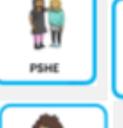







	Day _ ~ DATE September 2020
Daily Timetable	         
Class Meet	Logon to Zoom Time: 9.30am Meeting Code: Meeting Password
Mathletics	Go to: https://login.mathletics.com/ 2 challenges have been set. Can you get 10/10 on all of them?
Maths	Go to: https://whiterosemaths.com/homelearning/year-3/ OR https://whiterosemaths.com/homelearning/year-4/ Today we are working on Day ____ The topic is: _____ Watch the video carefully and answer the questions as you go along. You may want to have a piece of paper and pencil to write down your ideas. Check your Class Dojo account for the worksheet that has been set for you. You can: <ul style="list-style-type: none"> • Complete it online using the Class Dojo tools and submit it OR • Print it out, fill it in, take a photo and submit it to your portfolio.
P.E	Time for Yoga with Cosmic Kids! https://www.cosmickids.com/category/watch/ OR Go Noodle https://family.gonoodle.com/