



Together we care, we learn and we achieve

COVID-19:

Operational risk assessment for Cupernham Infant School Autumn Term 2021

DfE / Government guidance:

Measures listed are based on current (as at 17th August 2021) government guidance

Cupernham Infant School Full reopening: Autumn 2021 Risk Assessment

COVID-19: Operational risk assessment for Cupernham Infant School - Autumn Term 2021

Please note: this risk assessment has been undertaken in conjunction with the guidance on school reopening issued by the Department for Education as follows:

Assessment conducted by:	Duncan Wells	Job title:	Headteacher	Covered by this assessment:	Staff, pupils, contractors, visitors, volunteers
Date of assessment:	August 2021	Review interval:	Monthly	Date of next review:	October 2021

Related documents

Local Authority documents:

DfE / Government guidance:

Measures listed are based on current (as at August 2021) government guidance:

Department for Education COVID-19 helpline

The [Department for Education COVID-19 helpline](#) and the PHE Advice Service (option 1) is available to answer any questions you have about COVID-19 relating to education settings and children's social care.

Department for Education guidance

Guidance to support education providers, local authorities and parents during the COVID-19 pandemic can be accessed using the links below:

- > [Guidance for early years and childcare providers](#)
- > [Guidance for schools](#)
- > [Guidance for further and higher education providers](#)
- > [Guidance for local authority children's services](#)

Risk matrix

Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

Government guidance for schools' states:

"The government continues to manage the risk of serious illness from the spread of the virus. Step 4 marked a new phase in the government's response to the pandemic, moving away from stringent restrictions on everyone's day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk.

As COVID-19 becomes a virus that we learn to live with, there is now an imperative to reduce the disruption to children and young people's education - particularly given that the direct clinical risks to children are extremely low, and every adult has been offered a first vaccine and the opportunity for 2 doses by mid-September.

Our priority is for you to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health.

We have worked closely with the Department of Health and Social Care (DHSC) and Public Health England (PHE) to revise this guidance."

Schools Should continue to:

1. Ensure good hygiene for everyone.
2. Maintain appropriate cleaning regimes.
3. Keep occupied spaces well ventilated.
4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

HAZARD	RISK RATING PRIOR TO ACTION (H/M/L)	WHO MIGHT BE HARMED	CONTROLS TO BE PUT IN PLACE	IN PLACE (Y/N)	WHO WILL BE RESPONSIBLE	FURTHER ACTION / COMMENTS	RESIDUAL RISK RATING (H/M/L)
1. ESTABLISHING A SYSTEMATIC PROCESS, INCLUDING SOCIAL DISTANCING							
1.1 Organisation of teaching spaces							
Classroom sizes	M	<ul style="list-style-type: none"> Staff Pupils 	<ul style="list-style-type: none"> It is no longer required for forward facing tables etc. however; care should still be taken on table control management in a classroom setting. Outbreak management plans should cover the possibility of reintroduction of restrictions on mixing for a temporary period in case of local outbreak. It would be sensible to revert to previous control measures in the event of a local outbreak. Continue to use a cautious approach with arrangements. 	Y	Class Teachers Site Manager	Return furniture removed from classroom.	L
Large spaces	M	<ul style="list-style-type: none"> Staff Pupils 	<ul style="list-style-type: none"> No longer required to set limits set for large spaces (e.g., dining hall) Large gatherings are now allowed. Design layout and arrangements to be considered if needed. 	Y	SLT Site Manager		L
1.2 Availability of staff							
The number of staff who are available are lower than that required to teach classes in school and operate effective home learning	M	<ul style="list-style-type: none"> Staff Pupils 	<ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. Full use is made of those staff who would have to self-isolate or shield but who are well enough to teach lessons online. Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. A blended model of home learning and attendance at school is utilised 	Y	HT SLT		L

1.3 The School Day							
The start and end of the school day	M	<ul style="list-style-type: none"> • Staff • Pupils • Parents 	<ul style="list-style-type: none"> • Start and departure times will resume to normal practice. • The number of entrances and exits to be used is maximised and resume to normal practice. 	Y	HT SLT Site Manager Wraparound Care leaders.	Verbally briefed staff. Arrangements communicated to parents.	L
1.4 Planning movement around the school							
Movement around the school	M	<ul style="list-style-type: none"> • Staff • Pupils • Contractors • Visitors 	<ul style="list-style-type: none"> • All restrictions regarding movement around school are lifted. • All one-way systems removed 	Y	HT SLT Site Manager	One-way signage and floor stickers to be removed.	L
1.5 Curriculum Organisation							
Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened	M	<ul style="list-style-type: none"> • Staff • Pupils • Contractors • Visitors 	<ul style="list-style-type: none"> • Gaps in learning are assessed and addressed in teachers' planning. • Home and remote learning will continue if needed and will be calibrated to complement in-school learning. • Plans for intervention are in place for those pupils who have fallen behind in their learning. • Catch up premium plan in place. • Remote Learning Contingency Plan uploaded onto website. 	Y	HT SLT Class Teachers	Catch Up premium plan in place. Autumn Interventions in place by week 2. Remote Learning contingency plan regularly reviewed and ready to roll out if needed.	L
1.6 Staff Workspaces							

Staff rooms and offices	M	<ul style="list-style-type: none"> • Staff • Pupils • Contractors • Visitors 	<ul style="list-style-type: none"> • Staffroom return back to original floor plan with no restrictions on capacity • Ensure rooms are well-ventilated. 	Y	All staff	<p>Verbally briefed staff.</p> <p>Furniture returned to staffroom. Sinage removed.</p>	L
1.7 Governance & Policy							
Governors are not fully informed or involved in making key decisions	H	<ul style="list-style-type: none"> • All stakeholders 	<ul style="list-style-type: none"> • Meetings are held regularly with governors. • Governing bodies are involved in key decisions making. • Governors are briefed regularly on the latest government guidance and its implications for the school. 	Y	HT SLT FGB	<p>Governors meeting are happening virtually.</p> <p>Weekly updates with COG and VCOG</p>	L
1.8 Policy Review							
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	H	<ul style="list-style-type: none"> • Staff • Pupils • Contractors • visitors 	<ul style="list-style-type: none"> • All relevant policies are reviewed regularly to take account of government guidance and its implications for the school. • Staff, pupils, parents and governors have been briefed accordingly. • Staff are made aware of the school's infection control procedures in relation to coronavirus via email, staff meetings and contact the school as soon as possible if they believe they may have been exposed to coronavirus. • Parents are made aware of the school's infection control procedures in relation to coronavirus via letter – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus. • Pupils are made aware of the need to tell a member of staff if they feel unwell 	Y	HT SLT FGB All staff		L

1.9 Communication Strategy							
Key stakeholders are not fully informed about changes to procedures due to COVID-19, resulting in risks to health	H	<ul style="list-style-type: none"> All stakeholders 	<ul style="list-style-type: none"> Communications strategies for the following groups are in place: Staff Pupils Parents Governors Local authority Union Representatives 	Y	HT SLT FGB All staff	Updated regularly.	L
1.10 Staff Induction and CPD							
Staff are not trained in updated arrangements and procedures, leading to risks to health	H	<ul style="list-style-type: none"> Staff Pupils 	<ul style="list-style-type: none"> Induction and CPD programmes are in operation for all staff prior to reopening, and include: Infection control Fire safety and evacuation procedures Constructive behaviour management Safeguarding Risk management 	Y	HT SBM	Verbally briefed staff. Induction for all staff.	L
1.11 Risk Assessments							

Risks are not comprehensively assessed in every area of the school in light of updated COVID-19 arrangements.	H	Staff Pupils Contractors Visitors	<ul style="list-style-type: none"> Risk assessments are updated or undertaken before the school opens and mitigation strategies are put in place and communicated to staff. 	Y	HT Site Manager SBM	Monitored and reviewed	L
2. SAFETY EQUIPMENT AND HEALTH & SAFETY ARRANGEMENTS TO LIMIT THE SPREAD OF COVID-19							
2.1 Cleaning							
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	H	<ul style="list-style-type: none"> Staff Pupils Contractors Visitors 	<ul style="list-style-type: none"> Cleaning staff (including any deeper cleans) is agreed by HT and Site Manager An enhanced cleaning plan continues and is agreed and implemented which minimises the spread of infection. All classrooms have a cleaning routine / schedule in place at various times of the day 	Y	HT Site Manager All adults Cleaning Staff	School has regular deeper cleans in all areas and will continue.	L
2.2 Hygiene and Handwashing							

Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency	H	<ul style="list-style-type: none"> • Staff • Pupils • Contractors • Visitors 	<ul style="list-style-type: none"> • An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. • Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. 	Y	SBM Site Manager	Site manager to monitor levels of stock and order in good time through County Supplies of other establishments.	L
Pupils forget to wash their hands regularly and frequently	H	<ul style="list-style-type: none"> • Staff • Pupils • Visitors 	<ul style="list-style-type: none"> • Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently. • Posters reinforce the need to wash hands regularly and frequently. • School leaders and class teachers monitor the extent to which handwashing is taking place on a regular and frequent basis. 	Y	All adults	Verbally briefed staff.	L
2.3 Testing & Managing symptoms							
Asymptomatic testing	H	<ul style="list-style-type: none"> • Staff 	<ul style="list-style-type: none"> • There is no need for primary age pupils (those in year 6 and below) to test over the summer period. · No testing is required of Primary age children • Asymptomatic testing · Staff should undertake twice weekly home tests whenever they are on site until the end of September when this will be reviewed 				L
Positive Case & Contact Tracing	H	<ul style="list-style-type: none"> • Staff • Pupils • Contractors • Visitors 	<p>School no longer need to do contact tracing as close contacts will be identified via NHS Test and Trace.</p> <p>School will support NHS Test and Trace when required to help identify close contacts From 16th August 2021</p> <p>From 16 August 2021, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case.</p>	Y	All staff		L

		<ul style="list-style-type: none"> · Instead, children will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. · We would encourage all individuals to take a PCR test if advised to do so. <p>Over 18 years of age</p> <ul style="list-style-type: none"> · 18-year-olds will be treated in the same way as children until 4 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact. · Continue to have a role in working with health protection teams in the case of a local outbreak. If there is an outbreak in a setting or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures. <p>Staff / Pupils</p> <ul style="list-style-type: none"> · with a positive lateral flow test result should self-isolate in line with the stay at home guidance and get a PCR test to check if they have COVID-19 and continue to self-isolate · If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self test and the pupils/staff can return to school as long as the individual doesn't have COVID-19 symptoms 				
Personal Protective Equipment Face Coverings Spreading infection due to	H	<p>Face coverings are no longer advised for staff and visitors in classrooms or communal areas</p> <p>We recommend that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet. This includes public transport and dedicated transport to school.</p> <p>•School will follow director of public health advice in cases of local outbreak.</p>	Y	All adults		L

touch, sneezes and coughs		<ul style="list-style-type: none"> • Staff • Pupils • Parents • Visitors 	<ul style="list-style-type: none"> • Schools put into place any actions or precautions advised by their local HPT. <p>Handwashing facilities will be provided. If there are no sinks nearby, you can place hand sanitiser at entrances and exits to the school and in rooms you will be using.</p> <p>Everyone in school will:</p> <ul style="list-style-type: none"> • Frequently wash their hands with soap and water for 20 seconds and dry thoroughly using NHS guidelines, or use alcohol-based hand sanitiser to cover all parts of their hands • Clean their hands on arrival, after breaks, if they change rooms, before and after eating, and after sneezing or coughing • Be encouraged not to touch their mouth, eyes and nose • Use a tissue or elbow to cough or sneeze, and use bins for tissue waste <p>Pupils will be encouraged to learn and practise these habits in lessons and by posters put up across the school.</p> <p>Help will be available for any pupils who have trouble cleaning their hands independently. Skin friendly cleaning wipes can be used as an alternative. Young children will be supervised during hand washing.</p> <p>Supplies for soap, hand sanitiser and disposable paper towels and tissues will be topped up regularly and monitored to make sure they are not close to running out.</p> <p>Lidded bins for tissues, will be emptied throughout the day.</p>				
Spreading infection through contact with coronavirus on surfaces	H		<p>All adults will regularly clean frequently touched surfaces using standard cleaning products (e.g. bleach, detergent), including:</p> <ul style="list-style-type: none"> • Classroom desks and tables • Bathroom facilities (including taps and flush buttons) • Door and window handles • Furniture • Light switches • Reception desks 	Y	All adults		L

		<ul style="list-style-type: none"> • Teaching and learning aids • Books and games and other classroom-based resources • Computer equipment (including keyboards and mouse) • Sports equipment • Hard toys • Telephones • Outdoor play equipment • Office machines, shredder, laminator, photocopier <p>Areas of the school that are used by pupils will be cleaned thoroughly at the end of the day.</p> <p>Any resources shared between groups, such as sports, art and science equipment, will be either:</p> <ul style="list-style-type: none"> • Cleaned frequently and meticulously, and always between groups using them; or <p>The same rules will be followed for books and other shared resources that pupils or staff take home.</p> <p>Shared rooms, such as halls and dining areas, will be cleaned between different groups using them.</p> <p>Cleaning supplies will be topped up regularly and monitored to make sure they are not close to running out.</p>				
Spreading infection due to excessive contact and mixing between pupils and staff in lessons	H	<ul style="list-style-type: none"> • All social distance restriction have now been removed and normal interactions will resume. • Learning walks or observations by SLT our LLP will be reviewed regarding the length time and movement around learning environment. 	Y	All adults		L
Spreading infection due to the school	H	Checks will be completed to make sure the school is up to health and safety standards before opening after a school holiday.	Y	HT Site Manager		L

environment			<p>Fire, first aid and emergency procedures will be reviewed to make sure they can still be followed with limited staff and changes to how the school space is being used.</p> <p>Areas in use will be well ventilated by opening windows or using ventilation units.</p> <p>Lidded bins will be provided in classrooms and other key locations to dispose of tissues and any other waste.</p> <p>The use of outdoor space will be encouraged for exercise and education.</p>		SBM		
2.3 Communication with Parents							
Parents and carers are not fully informed of the health and safety requirements for the operational matters of the school	M	<ul style="list-style-type: none"> All stakeholders 	<ul style="list-style-type: none"> As part of the overall communications strategy, parents are kept up to date with information, guidance and the school's expectations regularly using a range of communication tools. A COVID-19 section on the school website is created and updated. 	Y	HT All stakeholders	Website contains updated information for parents.	L
Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19	M	<ul style="list-style-type: none"> All stakeholders 	Key messages in line with government guidance are reinforced through letters/emails and website.	Y	HT All stakeholders	Website contains updated information for parents.	L

3. ENHANCING MENTAL HEALTH SUPPORT FOR CHILDREN AND STAFF

3.1 Mental Health concerns - pupils

Pupils' mental health has been adversely affected by the COVID-19 crisis in general	M	<ul style="list-style-type: none"> • Staff • Pupils • parents 	<ul style="list-style-type: none"> • There are sufficient numbers of trained staff available to support pupils with mental health issues. • There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health. • Wellbeing/mental health is discussed regularly in PSHE (stories/toy characters are used for younger pupils to help talk about feelings). • Resources/websites to support the mental health of pupils are provided. 	Y	All adults	<p>ELSA provision in place and ELSA's providing learning resources for staff.</p> <p>New Child and Family Support worker to support the development of resources</p>	L
---	---	--	--	---	------------	--	---

3.2 Mental Health concerns - staff

The mental health of staff has been adversely affected during the period by the COVID-19 crisis in general	H	<ul style="list-style-type: none"> • Staff 	<ul style="list-style-type: none"> • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. • Staff briefings have included content on wellbeing. • Staff have been signposted to useful websites and resources. 	Y	All staff	<p>Signposted staff to HCC professionals. Verbally briefed staff.</p>	L
--	---	---	--	---	-----------	---	---

3.3 Bereavement support

Pupils and staff are grieving because of loss of friends or family	M	<ul style="list-style-type: none"> • Staff • Pupils • parents 	<ul style="list-style-type: none"> • The school has access to trained staff who can deliver bereavement counselling and support. • Support is requested from other organisations when necessary. 	Y	HT All adults		L
--	---	--	--	---	------------------	--	---

4. OPERATIONAL ISSUES

4.1 Review of fire procedures

Fire procedures are not appropriate to cover new arrangements	H	<ul style="list-style-type: none"> Staff Pupils 	<ul style="list-style-type: none"> Fire procedures continue to be reviewed and revised where required 	Y	HT SLT SBM Site Manager	Termly fire drills in place. Fire warden refresher training to be reviewed.	L
Fire marshals absent due to self-isolation	H	<ul style="list-style-type: none"> Staff Pupils 	<ul style="list-style-type: none"> An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	Y	HT SLT SBM Site Manager	Allocated staff in school are marshals and we have additional members if needed.	L
4.2 Visitors and contractors							
All visitors, contractors and deliveries.	M	<ul style="list-style-type: none"> Staff Pupils 	<ul style="list-style-type: none"> Visitor / contractors will be given relevant school risk assessment where in place in advance of meetings in school. Changes to procedures for the meeting should be communicated to all participants before the meeting takes place. All visitors /contractors approved entry by HT. Each to be given clear guidance when entering the school and exit points and signing in procedures. Enter the school via main office, office will ask you to hand sanitise and sign in. Provision of hand gel at main school entrance. 	Y	HT All Adults SAO	Hand gel provided at main entrance to be used on entry & exit	L
5. FINANCE							
5.1 Costs of the school's response to COVID-19							
The costs of any outbreaks / additional measures COVID-19 places the	M	<ul style="list-style-type: none"> All stakeholders 	<ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified. LA finance team has been consulted to identify potential savings in order to work towards a balanced budget. Additional COVID-19 related costs are under monitoring and options 	Y	All stakeholders	Resources Governor Committee to continue to monitor and review.	L

school in financial difficulties			<ul style="list-style-type: none"> for reducing costs over time and as guidance changes are under review. Additional sources of income are under exploration. The school's projected financial position has been shared with governors and LA. Ongoing review of spend against the budget. 				
6. GOVERNANCE							
6.1 Oversight of the governing body							
Lack of governor oversight during the COVID-19 pandemic leads to the school failing to meet statutory requirements.	H	<ul style="list-style-type: none"> All stakeholders 	<ul style="list-style-type: none"> The governing body continues to meet regularly The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's' report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility. 	Y	HT FGB All stakeholders		L
<ul style="list-style-type: none"> Additional site-specific issues and risks 							
Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them							



Cupernham Infant School
Together we care, we learn and we achieve.

Remote Learning Contingency Plan- October 2020

Further to the DfE guidance we have now put together a remote learning plan that will ensure continuity of education for all children. This is a contingency plan if there is to be a further lockdown or we have to reduce provision due to a localised outbreak of COVID19.

This document outlines our contingency plans for remote learning, should children need to access this due to needing to self-isolate and are well enough to work. It distinguishes between **Scenario 1**- the default plan to be implemented for individuals and small groups needing to self-isolate, **Scenario 2** - which would be triggered in the event of a learning pod or year group needing to self-isolate and **Scenario 3** – which would be triggered if there is a partial or full school closure.

These plans are underpinned by the moral imperative to equip our children with continued knowledge and learning strategies. They ensure that there is absolute alignment between a blended approach of remote education, so that, should children need to self-isolate (and are well enough) they can transition smoothly back into the classroom having followed the same curriculum sequence as their peers who are in school.

Cupernham Infant School's overarching principles for remote education:

- **Curricular alignment:** our remote plans will follow precisely the same sequence as face-to-face delivery of the curriculum.
- **High quality resources** that mirror those used in face-to-face teaching, where appropriate, are easily accessible and break learning down into small steps (avoiding long-term project type tasks). This includes the use of pre-recorded videos, short live video sessions and nationally produced resources such as the National Oak Academy.
- **Feedback and assessment of learning** should remain regular, in line with normal curriculum expectations

Revisiting **prior learning**, giving a clear **purpose**, **direct instruction** through teacher **explanation** and **demonstration**, **guided practice** through **modelling/scaffolding**, **independent practice**, and **feedback**, are still fundamental to effective learning. It is essential that what is learned at home aligns with what is taught in school - children should be set work to do at home that gives them opportunities to practise what has been or would be modelled for them in the classroom.

This blended approach to remote education will ensure that no child falls behind. We have followed and implemented guidance from the DfE, the Local Authority and have used research from the Educational Endowment Foundation as a basis for our approach to remote learning. (See link below). We have also reviewed the findings of our recent questionnaire we sent to you regarding your previous experience of remote learning during lockdown and have implemented these into our plan.

DfE guidance on remote education: summary of key points can be found here:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

Our Remote Education Contingency Plan:

Remote Learning		
Scenario 1	Scenario 2	Scenario 3
remote learning plan to be implemented for individuals or a small group who are needing to self-isolate.	remote learning plan for larger groups would be triggered in the event of a learning pod or year group needing to self-isolate.	remote learning plan for a partial or full school closure. (Subject to updated DfE Guidance re; key workers / vulnerable children / year group etc.)
Year R	Year R	Year R
The use of Tapestry will be used to provide a blended approach to remote learning in line with the KS1 expectations.	The use of Tapestry will be used to provide a blended approach to remote learning in line with the KS1 expectations.	The use of Tapestry will be used to provide a blended approach to remote learning in line with the KS1 expectations.
KS1	KS1	KS1
<p>A. Children who are self-isolating follow their normal timetable each day where possible.</p> <p>B. All resources will be accessible on our website under their home learning pages.</p> <p>C. Resources will support guided and independent practice and may include either an introductory video to the learning activity, worksheet or booklet available through our website.</p> <p>D. Children may be given the opportunity to join sessions using Microsoft Teams; an invite will be sent to the children as appropriate.</p>	<p>A. Children who are self-isolating will follow their timetable for each day where possible.</p> <p>B. Teachers should use their professional judgement as to how face-to-face teaching ought to be assigned to review and consolidate and how much can be given over to the introduction of new content.</p> <p>E. All resources will be accessible via the school website under their home learning pages- including either an introductory video to the learning activity, worksheet or booklet available through our website.</p> <p>C. Children may be given the opportunity to join a Microsoft Teams session with their teacher within small groups or whole class.</p>	<p>A. Children who are asked to stay at home will follow a timetable for each day where possible</p> <p>B. Teachers / senior leader will use their professional judgement as to how face-to-face teaching ought to be assigned to review and consolidate and how much can be given over to the introduction of new content.</p> <p>C. All resources will be accessible via the school website under their home learning pages. They may be shared through Microsoft Teams.</p> <p>D. Children may be given the opportunity to join a Microsoft Teams meeting with a teacher / senior leader within small groups or whole class.</p>

Scenario 1: remote learning plan to be implemented for individuals who are needing to self-isolate.

Summary:

- A. Students who are self-isolating **follow their normal timetable each day**
- B. All resources will be accessible on **our website under their home learning pages** Resources will support guided and independent practice and will normally include either an **introductory video to the learning activity, worksheet or booklet.**
- C. Children may be given the opportunity to join a live lesson via **Microsoft Teams**; an invite will be sent to the children as appropriate.

Further information - Scenario 1	Notes
A. Children who are self-isolating follow their normal timetable where possible each day.	<ul style="list-style-type: none"> a copy of their timetable can be found on the website under their home learning page.
B. All resources will be accessible from the school website under their home learning pages.	<ul style="list-style-type: none"> children may need support with various technological issues such as locating the resources on the website or accessing the learning blog
C. Resources will support guided and independent practice. Paper copies will be available for collection or delivery on a case by case basis. (adhering to government guidelines)	<ul style="list-style-type: none"> Adults will need to support the child in all or part of every lesson checking the accuracy of and content of work produced. Resources will mirror those used in class, containing a blended approach of both online and off line learning resources. We will also provide resources for children to read and tasks for them to complete to allow them to practise applying the knowledge they acquire. General classroom practical resources, such a number square and sound mats are available on the website
D. Children may be given the opportunity to join sessions via Microsoft Teams ; an invite will be sent to the children as appropriate.	<ul style="list-style-type: none"> Parents will need to support children on know how to respond to a Microsoft Team invite and how to join a Teams session.

Scenario 2 - remote learning plan for larger groups would be triggered in the event of a learning pod or year group needing to self-isolate.

Summary

- A. Children who are self-isolating will **follow their normal timetable, where possible, each day**
- B. Teachers will use their **professional judgement as to how much of the face-to-face teaching ought to be assigned** to review and consolidate learning and how much can be given over to the introduction of new content. **New content may be delivered through pre-recorded or short sessions using Microsoft Teams** to help improve children's understanding.
- C. All resources will be accessible via the school website under home learning pages.
- D. Children will be given the opportunity to join short sessions through Microsoft Team with their teacher **every other day through small groups or whole class.**

Further information - scenario 2	Notes
A. children who are self-isolating follow their normal timetable each day	<ul style="list-style-type: none"> All students need an up to date copy of their normal timetable.
B. Teachers should provide work that follows the remote learning guidance.	<ul style="list-style-type: none"> Work for ALL lessons will be set on the day the lesson would usually be timetabled. Work will appear on the school website under their home learning pages.
C. Small group or Face-to-face teaching sessions may be assigned to review and consolidate learning and the introduction of new content.	<ul style="list-style-type: none"> Face-to-face group or class sessions will be timetabled and invites will be sent as an email. New content may be delivered in small or larger groups using Microsoft Teams as short episodes to help improve children's understanding either at the beginning, middle or end of an activity.
D. All resources will be accessible on the school website under year group learning pages. Paper copies will available for collection or delivery on a case by case basis (adhering to government guidelines)	<ul style="list-style-type: none"> Adults will need to support the child in all or part of every lesson checking the accuracy of and content of work produced. Children may need support with various technological issues such as accessing the website and navigating around the site.
E. Children will be given the opportunity to join Microsoft Teams sessions with their teacher every other day through small groups or whole class.	<ul style="list-style-type: none"> children will need support with accessing a device and responding to a Microsoft Teams invite and how to join a Teams meeting. A guidance document will be provided to help adults.

Scenario 3 - The assumption here is that in the event of a partial or full closure, not all staff would be in school. When not in school, teachers would be expected to create remote teaching resources.

Summary

- A. Children who are asked to stay at home will **follow an agreed timetable for each day**
- B. Teachers / senior leader will use their **professional judgement as to how face-to-face teaching ought to be assigned** to review and consolidate and how much can be given over to the introduction of new content.
- C. All resources will be accessible via the school website under their home learning pages. .
- D. Children may be given the opportunity to join a Microsoft Teams meeting with a **teacher / senior leader within small groups or whole class.**

Further information - scenario 3	Notes
A. Children who are asked to stay at home will follow an agreed timetable for each day	<ul style="list-style-type: none"> • Tasks will be set to complete on that day. Be mindful of the reliance of IT as members of household may be using technology
B. A teacher / senior leader will provide work that follows the remote learning guidance.	<ul style="list-style-type: none"> • Delegation of responsibilities will be shared and agreed with the team if a member of staff is in school delivering teaching for vulnerable children and children of key workers.
C. Teachers / senior leader will use their professional judgement as to how face-to-face teaching ought to be assigned to review and consolidate and how much can be given over to the introduction of new content .	<ul style="list-style-type: none"> • Manageable sessions of groups of 6 at least weekly. • Pre-recorded lessons for the rest of the week.
D. All resources will be accessible via the school website under their year group home learning pages. They may be shared through Microsoft Teams .	<ul style="list-style-type: none"> • Year teams responsibility to upload these in advance.
E. Children will be given the opportunity to join sessions though Microsoft Teams with a teacher / senior leader within small groups or whole class.	<ul style="list-style-type: none"> • Manageable - once/ twice a week