

KILLINGHALL CE PRIMARY SCHOOL

Responding to Children Who Are Self-Isolating

September 2020

At Killinghall CE Primary School we are doing our utmost to keep everyone safe at this challenging time. We have clearly identified the measures that need to be in place to create a safe environment in school through the risk assessment process and all staff are working very hard to ensure that our schools are as safe as can be. The risk assessment and all guidelines have been shared with parents and appear on the COVID19 page of the website.

Being in school is vital for children's education and for their wellbeing. Time out of school is detrimental to all children particularly the disadvantaged.

As cases of Covid 19 are rising across the country our school will be following guidance from the DfE, Public Health England and North Yorkshire County Council Health and Safety team It is important to recognise that our staff are fulfilling a wide range of extra duties at this time including cleaning and additional supervision roles, planning and teaching for absent colleagues etc. Our school recognises this great commitment by our staff and is committed to making their working arrangements as manageable as possible in these unique circumstances. We will review our guidance regularly and make any necessary updates as circumstances and government advice changes.

Scenario 1: A child/family member display symptoms of Covid 19 and is advised to self-isolate and have a test:

- The child and siblings must self-isolate and arrange for a test. They must remain self-isolating until the test result is returned as negative.
- The school is already providing remote learning for these children self-isolating at home via the website.
- Once a negative result is returned the children can return to school. If the test is positive, move to scenario 2.
- Children with FSM who are self-isolating will be provided with a weekly food pack.
- Children will be marked as self-isolating on the school's attendance registers – code X.

Scenario 2: A child/staff member tests positive for Covid 19:

- Class/group bubble self-isolates for 14 days – includes all children and staff who have been working in that bubble and any child/staff member who has had close contact - more than 15 mins contact within a 2m distance with the person who has tested positive during the last 48 hours.
- All members of the family living with the child/adult who test positive must self-isolate for 14 days.
- Within 48 hours the school will provide remote learning for the class of children self-isolating at home. This may be a balance of online learning and home learning packs (posted on the website, hard copies or emailed resources)
- If the class teacher is well this may include some virtual teaching in maths and English that the school has agreed from its evaluation of last academic year's home learning during school closure.
- Where possible 1:1 learning feedback will be provided through telephone calls/Zoom/email at least once per week. (We are in the process of setting up a purpose built learning platform which will support learning once it goes live).
- All children self-isolating must not leave home and must not attend the school site.

- Siblings of children in the bubble who are not showing symptoms but are required to self-isolate may attend schools as normal.
- Children with FSM who are self-isolating will be provided with a weekly food pack.
- Children will be marked as self-isolating on the school's attendance registers – code X.

Scenario 3: Child/Parent self-isolating because they are clinically extremely vulnerable:

- Headteacher must discuss with parent the reason for self-isolating, asking the parent to talk to their paediatric specialist, consultant or GP for advice.
- If advice from the health professionals is that the child should self-isolate then the child will be coded as X in the attendance register. A medical letter should be provided.
- Within 48 hours of the child being absent from school the school will provide home learning for the child. This may be a balance of online learning and home learning packs (work uploaded on the website, hard copies or emailed resources)
- If the rest of the child's class are not self-isolating then the class teacher will not be able to provide virtual lessons. Every effort will be made by the class teacher to signpost the child to online resources such as Oak Academy, White Rose Maths Hub, Timestable Rock Stars, and BBC Bitesize, where the child can engage with online teaching resources.
- If the child is in receipt of FSM a weekly food pack will be provided by the catering team.
- Class teacher will hold a 'keeping in touch' phone/zoom call each week.

Scenario 3: Parents choose to keep their child at home because they are anxious that children in other classes/ bubbles have tested positive/or are being tested for Covid 19:

- The parents will be informed that they are choosing to keep their child/ren at home when they have not been advised by Public Health England that it is necessary for the children to self-isolate, and are therefore not following the government guidance that schools have to adhere to at this time.
- Parents will be advised that the school wants to work with the family to reassure them that the school environment is as safe as possible and it is important that the children don't miss school.
- Regular 'keeping in touch' phone calls will take place and where appropriate school leaders will encourage parents to agree to their children attending school on a part time basis, for a short period of time, to build confidence to return to full time schooling.
- If parents choose to keep their children at home then the child's absence will be recorded as unauthorised in the attendance register in line with DfE guidance.
- Parents will be advised that in these circumstances the school cannot provide personalised home learning for their child but can only signpost the parents to online learning opportunities such as Oak Academy, White Rose Maths Hub, Timestable Rock Stars, and BBC Bitesize etc.
- If the child is in receipt of FSM a weekly food pack will be provided by the catering company.

KILLINGHALL CE PRIMARY SCHOOL
Curriculum Delivery and Blended Learning Plan
Autumn Term 2020

TIER ONE

Children in school

- Teachers in Y1-6 to carry out assessments in reading, writing and maths from the end of the previous year's curriculum. These diagnostic assessments to be used to identify gaps in learning (either for whole groups or individuals) and to inform future planning and the school's catch-up strategy.
- A full curriculum to be taught taking account of the school's risk assessments – learning gaps from last year to be planned in to learning.
- Class teachers to use information gathered through diagnostic assessments and informal formative assessments such as quizzes, multiple choice activities written by teachers to gauge recall of essential knowledge etc in order to plan teaching and learning. This will involve a range of approaches such as:
 - ✓ Revising prior learning.
 - ✓ Daily basic skills practice.
 - ✓ Planning new learning which takes account of any 'missing essential knowledge' from the previous year.
 - ✓ Targeted group planning to focus on missing essential knowledge from previous year's curriculum.
 - ✓ Organised sequences of teaching provision for groups to ensure "catch up".
 - ✓ Using foundation subjects to support and practice basic skill development such as specific reading objectives and acquisition of vocabulary (fluency, comprehension, SPAG, vocabulary development, handwriting etc).
 - ✓ The use of short intervention sessions out of class (in line with bubbles and risk assessments) to tackle children's learning loss in reading, writing and maths from the previous year's curriculum.
 - ✓ The use of short intervention sessions in the afternoon to tackle children's wellbeing.

TIER TWO

Individual or small groups of children who are self-isolating eg. awaiting test results/ quarantining after a family member or close contact has tested positive.

These children are entitled to a curriculum which mirrors as closely as possible the learning taking place within the class. Class teachers have already created a remote learning plan via the website, alongside their weekly planning. This will be uploaded onto the class pages of the school website at the beginning of each week so children can access it at any point as required.

This will include:

- English and Maths lessons following the same work as planned for children in class. White Rose Maths links will be provided. The objectives will be the same as those being covered in class that week.
- As far as possible work for a chosen foundation subject will also be posted that will link to what the children would have been learning in class. The remote learning plan will include specific activities the children can carry out and direct links to information and guidance to allow the children to complete work as independently as possible.
- Where appropriate, paper copies of the tasks will be available for children without access to a suitable electronic device or connectivity. In the event of a short absence, children will be able to bring their work back into school with them for feedback. In a more prolonged absence, some children may be able to submit some of their work via the class email address and can also bring in their work in to school upon their return. This will help class teachers to judge the child's engagement in learning and identify any areas where a child may need extra support on their return to school.

It will not be possible for teachers to provide live lessons for these children as they will be teaching the children who are in school.

TIER THREE

A closed bubble due to a positive Covid19

If it is necessary to close a bubble then the children will be provided with two-weeks of work. This will link to the child's year group national curriculum expectations. Any tasks set will be meaningful, ambitious and sequenced in such a way that enables the children to develop skills and knowledge incrementally and will include clear objectives for each subject in the unit of work. As a minimum the units of work will include:

- Daily English and Maths learning and links to video lessons where appropriate.

- Teachers will upload links to learning in English, and Maths from White Rose Maths. Objectives will be from the child's year group national curriculum expectations and where possible linked to their current learning.
- English should include reading, writing, SPAG and handwriting.
- Maths work should include arithmetic, mental maths, fluency, problem-solving and reasoning.
- Weekly Science learning and Theme sessions linked to the children's current learning and building on skills and knowledge already taught. This learning will include clear objectives and links to quality resources.
- Physical activity (ideas for how to stay active during their time at home)
- Where possible, and if the class teacher is well, the teacher will organise a time for children to discuss their work, receive support and feedback and ask any questions they might have. This may be via a phone call, email communication or Zoom meetings. All parents will be expected to confirm that they have read and agreed to the school's agreed protocols for these sessions.

TIER FOUR

Large -scale closure due to local or national lockdown

In the first instance, the same approach will be taken as in Tier Three.

This will be reviewed, taking into account the length of the closure, to possibly include some live lessons delivered by the class teacher and/or pre-recorded film clips.

All offers will be reviewed if the class teacher is ill with Covid 19.

<p>Our commitment</p>	<p>Throughout the coming months of uncertainty and possible on-going disruption to learning for some pupils, the following fundamental principles will apply:</p> <ul style="list-style-type: none"> • Strong teaching remains the single most important factor in addressing learning gaps and improving outcomes for our pupils. • Clear explanations, explicit instruction, scaffolding of learning, flexible groupings in class to take account of different learning needs are key strategies used within the classroom. • Detailed on-going assessment (diagnostic/standardised assessments and low-stakes assessments such as quizzes, questioning and daily interactions etc) of children's learning to ascertain what has been forgotten or what has not previously been securely learnt due to school closure or extended on-going absences due to self-isolation. • A broad and balanced curriculum, with a focus on literacy and numeracy (including across the curriculum) is an entitlement for all pupils. • Communication and engagement with parents will be a priority. Curriculum information, reporting to parents and parent teacher consultations will continue, using technology and one to one conversations as appropriate. • Interventions and 'catch up' will be planned to meet the on-going needs of pupils throughout the year. This will take account of lost learning during lockdown and any on-going lost learning for individuals and groups as a result of self-isolation and will include support for social, emotional and behavioural aspects of learning. • A new Government funded learning platform will be available during the second half of the autumn term. • CPD for staff will be a priority, and will be focused on individual need as well as on whole school priorities identified through feedback.
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