Speedwell Infant School

Contingency plan for the delivery of a virtual learning curriculum in the event of school closure – 2020/21

Speedwell Infant School recognises that there is the likelihood that some children will need to be off school to self isolate for periods of time due to COVID 19 symptoms / positive test in themselves or other household members. In such circumstances, the school will provide virtual home learning support as set out below.

Speedwell Infant School also recognises that there is the possibility of a full school closure for a period of time, and the need to offer virtual home learning support for all children during this time. The school's plans for home learning support in such circumstances are set out below.

Support for individual children self isolating at home

Where a child is required to stay off school for a while due to COVID 19 it is recognised that the class teacher will have limited capacity to support home learning due to the need to teach the remainder of the class. Therefore, the parent / carer will be sent the relevant pre-prepared 'Always Available Home Learning' sheet for their child's class, which has a range of home learning activities and links for reading through Oxford Owls, phonics videos and some Oak Academy literacy/English, maths and PHSE/PSED lessons to facilitate home learning.   The same sheet will also be available on Seesaw, and children can post back learning to the class teacher via Seesaw. Teachers will check Seesaw regularly and respond to children's learning posts as appropriate.

The Always Available Home Learning' sheets will be updated termly with appropriate Oak Academy lessons for literacy/English, Maths and PHSE/PSED in line with children's current needs.

Support for all children during a future school closure

Where the school is required to close due to COVID 19, class teachers will implement the following measures to support continued learning and development:

- Oak Academy lessons as identified in the school's amended long term plan will be shared with families on a weekly basis for English, Mathematics, Science (KS1), History (KS1), Geography (KS1), Understanding the World (EYFS) and Music.   Links to these lessons will be sent via Seesaw each week.
- Phonics teaching will be supported through access to the following Discovery phonics weblinks which are aligned to the Letters and Sounds programme the school follows:
    - Phase 2- https://www.youtube.com/playlist?list=PLLT-p7WTVBXWSYpWaS4C2utyYUWFnIAZu
    - Phase 3- https://www.youtube.com/playlist?list=PLLT-p7WTVBXU3TY-00kHCBsD3hCsmX1f1
    - Phase 5- https://www.youtube.com/playlist?list=PLLT-p7WTVBXXvctrWx96RsH7CCLRIj3gD
- REAL PE access will be shared to enable home access to this programme.

- Where Oak Academy lessons are not available for subjects, class teachers will set weekly learning activities through Seesaw, or direct parents to appropriate BBC Bitesize activities.
- Reading books will be set through Oxford Owls at the appropriate age/stage of development for each child.
- Power Maths School Jam activities will be set at the appropriate age/stage of development.
- Class teachers will make regular telephone contact with families (at least every 2 weeks) to check how children are getting on with the learning set and offer any further support.
- Seesaw video messaging and audio messaging will be used by class teachers and TAs to offer support and feedback around priority learning.

To ensure the quantity of work is manageable for families, and teachers have enough time to provide quality feedback, there will be a maximum of 3 activities set per day across all curriculum subjects.   Please see the example weekly plan of types of lessons set below:

KS1	Monday	Tuesday	Wednesday	Thursday	Friday
Literacy lesson	Phonics or reading focus	Writing focus	Phonics or reading focus	Writing focus	Phonics or reading focus
Maths lesson	Daily, following the Power Maths programme order				
Other lesson	History / Geography	PE	Science	Art / DT	Music

EYFS	Monday	Tuesday	Wednesday	Thursday	Friday
Communication and Language or Literacy focus	Phonics activity	Language development activity	Mark making activity	Story / reading activity	Nursery rhyme activity
PSED or Maths focus	Feelings and emotions activity	Number activity	Sharing and taking turns activity	Number activity	Imaginative play activity
Physical Development, Understanding the World or Expressive arts focus	Gross motor activity	Understanding of the World activity	Dance or singing activity	Fine motor activity	Creative activity

Key responsibilities for staff during a full school closure

Teachers will set regular home learning activities through Seesaw and provide feedback to children through Seesaw.   **TAs** will support teachers with identification of appropriate activities where children need differentiated support, and in particular with activities to share

through Seesaw for children with identified SEND.   This may include activities to share linked to speech therapy programmes or where targeted interventions are in place.

Teachers will make regular telephone contact with families and alert the Headteacher or Deputy Headteacher where families are not engaging with some home learning or where contact has not been made.

The **Headteacher or Deputy Headteacher** will follow up on all families alerted to them by teachers to provide additional support, which may include access to in school support where this is possible. If there are safeguarding concerns these will be addressed and appropriate referrals made where needed.

In addition, **teachers and TAs** will support identified vulnerable children still accessing school through a staffing rota established by the **Headteacher**.   **Teachers** will plan for the learning and development of children in school, following the same daily timetable as those children receiving home learning. **TAs** will support the delivery of in school learning under the direction of teachers. This may include leading some sessions to enable teachers to fulfil the remote support needs of those children learning at home.