

Covid 19 Full Opening Plan- Sept 2020

PARENT VERSION vi

Keyworth Primary and Nursery School September 2020 Returning to School Protocol and Procedures

In line with the Department for Education's instruction, it is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term - September 2020.

Our planning is underpinned by the Department for Education's advice on effective infection protection and control which states the following:

"We are asking schools to prepare for all pupils to return full-time from the start of the autumn term, including those in school-based nurseries. Schools should not put in place rotas.

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

1. a requirement that people who are ill stay at home
2. robust hand and respiratory hygiene
3. enhanced cleaning arrangements
4. active engagement with NHS Test and Trace
5. formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible"

Many of the protocols and procedures that were implemented during the summer term will remain the same in the autumn term with the expectation that they will further embed so that children who did not attend in the summer term will themselves adopt the measures also.

All protocol and procedures are aligned to the School Risk Assessment document that has been produced using a LA-approved template following *Guidance for full opening: schools*. This document is available separately.

The following plan outlines relevant detail from the government's guidance with further detail about how Keyworth Primary School will adopt measures and ensure compliance to the statutory elements within. The aim of this plan is to minimise the risks, whilst acknowledging that we can't negate them entirely.

All schools must follow government guidance, but the way different schools implement some of the

requirements will differ based on their individual circumstances. The system of controls provides a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks.

System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, **do not attend school**
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant."

Numbers 7-9 above may require school to share pupil/parent contact information with public health officials. This sharing of information is permissible under current law and is in line with data protection guidance covering schools.

Section 1: public health advice to minimise coronavirus (Covid-19) risks.

Systems of control	Action
<p><i>Prevention</i></p> <p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p>	<p>If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 7 days, they are not to attend school for 10 days.</p> <p>If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.</p> <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space (next to the Y3 classroom) where they can be monitored and supported until they are collected by their parents or carers (from the outside toilet door). The room that the child utilised will be immediately cleaned with disinfectant and the children/adults will wash their hands thoroughly for 20 seconds.</p> <p>There will also be a designated toilet assigned to children who fall ill. Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing both gloves and a mask.</p> <p>The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. If the test is positive, all children and adults within that group may need to self-isolate for 14 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive. All decisions about who should isolate, and for how long, will be taken in conjunction with Public Health England.</p> <p>Whether or not the whole bubble will close is dependent on the conditions of the day, rather than waiting for a test result.</p>
<p><i>Prevention</i></p> <p>2. Clean hands thoroughly more often than usual.</p>	<p>Adults and children are to wash or sanitise their hands on the following occasions:</p> <ul style="list-style-type: none"> - Entry to school - Before/after break times - Before lunch - When they change rooms - Before leaving school - Anytime that they visit the toilet or cough/sneeze into their hands. <p>Additional hand sanitisers pumps have been purchased and are stationed in each classroom as well as additional hand sanitisers at appropriate points in school i.e. the reception desk for visitors and staff upon arrival and the photocopying areas for increased hygiene.</p> <p>Where children are struggling to wash independently, they may receive support assuming the adult supporting is also washing their hands.</p> <p>If a child cannot appropriately wash their hands, then skin friendly skin cleaning wipes can be used as an alternative.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of our culture and behaviour expectations.</p>

Prevention

3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.

Children will be reminded of the posters around school (and Rainbow Rules) that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown into the lidded bins in each classroom using the foot-pedal to open the bin and their hands must be cleaned afterwards.

Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks. This is not a reason to deny these pupils face-to-face education.

Prevention

4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach

At various intervals (as per the cleaning schedule), adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment stored safely in a cupboard away from the children. It will be stored appropriately within the classrooms.

Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly.

If we are required to clean an area after a positive case of coronavirus has been identified, we will follow government guidelines. This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.

Prevention

5. Minimise contact between individuals and maintain social distancing wherever possible.

The purpose of 'bubbles' is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Keyworth Primary will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible.

Grouping the Children

There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result.

The DfE guidance reads as follows:

"In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups."

In order for school to offer a curriculum that is best-placed to support 'catch-up' our bubbles will need to be in phases i.e EYFS working together, Y1,2 &3 working together and Y4,5 & 6 working together. The reasons for this are as follows:

- All children will be able to be considered for catch-up interventions now that teaching support can work across phases. There would not be enough adults to support individual class bubbles.
- Staggered entry/exit times and break/lunch times can be managed more effectively in phase bubbles rather than having lots of individual start/finish times.

However, within these bubbles, classes will not mix unnecessarily.

Within the government guidance, it recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. This has implications for NHS Test and Trace should there be the need to contact parents of children as a result of a positive case. The guidance also advises that siblings may be in different groups and encourages schools to use measures as best they can as it will still reduce the network of possible direct transmission.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum, however now that we are in phase bubbles, the necessity

for this to happen is very unlikely.

Measures within the classroom

Adults are to encourage children, where the situation allows, to maintain a distance between one another whilst inside and reduce the amount of time that they are in face-to-face contact with one another. It is accepted that children will not distance from each other all of the time. Where circumstances allow, adults are to try to distance from children and one another.

Children with additional needs should receive as much support as normal but adults are to be extra vigilant and mindful to avoid unnecessary contact where possible.

Classrooms need to be adapted to support distancing where possible. If tables are used, they should ideally face the front and children should sit side-by-side, not facing one another nor side on. Classrooms will be prepared as such ready for September.

Measures elsewhere

There will be no whole-school events where children and adults are required to congregate. Assemblies will be limited to bubble assemblies. Children will be required to distance during these assemblies rather than lining in tight rows. Where possible, efforts will be made to have virtual assemblies through Teams (video conference software). Children are not to sing during assembly.

Use of the allocated staff rooms should be minimal. The staff rooms will remain open to adults, however strict social distancing must be in place and where possible.

Measures for arriving at and leaving school (inc break/lunch times)

The start and end time of school will vary for each phase bubble:

Nursery am: 9am – 11.55am
 Nursery after lunch collection: 1:00pm
 Nursery pm: 1.00pm – 3.15pm
 Reception: 8:50 to 9:00am – 3:30pm
 Year 1 and Year 2/3: 8.50am – 3.20pm
 Lower Key Stage 2 (Y4): 8.50am – 3.30pm
 Upper Key Stage 2 (Y5/6): 8.45am – 3.30pm

Staggering entrance/collection will ensure that the adults and children on site can distance appropriately and it will reduce the risk of children coming in to contact with children from other bubbles. This will be difficult for some families of multiple children.

Parents are to be encouraged to walk to school where possible and only one parent will be permitted on the school grounds. If children cycle or scooter to school, then they are to use the storage area to lock their bike/scooter securely near the bandstand at the back of school.

The SLT will be on the gates to support children and adults as they arrive at school. This way we will continue to reduce footfall of adults on site. Parents mustn't congregate at the 'drop-off' point, they must instead arrive on time and then depart.

Parents of Reception and Nursery children are to enter and exit as normal, using their allocated entrances. Parents must arrive on time for entry to school, they must not arrive early or late. In the instance that parents have children in more than one-year group, parents may wait with their children in the allocated drop off areas, strictly following social distancing from other parents and children. Parents will be asked to drop off and leave, rather than remain on school grounds.

Again, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. The playground will be open to parents to briefly wait in before their children are released to them. Whilst parents are waiting, social distancing must be adhered to.

Teachers will not be available to speak to parents unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact

teachers through calling the school office if they have queries about the day.

The school office is not to be accessed by parents unless through prior arrangement via a call or email. The office will not be open for parents to drop-in to. The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can obviously still call and receive support over the phone or via email.

Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. Disposable face-coverings must be placed in a lidded bin. The wearer must then clean their hands.

Other considerations

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools.

A record of all visitors must be kept to support NHS Test and Trace. System to be decided.

In terms of classroom resources, for regularly used stationery, children will all have their own individual set that is not to be shared. Other classroom resources like books and games can be used within the bubble but should be cleaned following use.

Games that encourage distancing and little touch need to be made available to the children. However, outdoor equipment should not be used unless we are able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Therefore, each group will need to gather resources from their classrooms or the PE cupboard so that they have dedicated outdoor equipment that is taken out and used exclusively by them. This is gathered back in at the end of their break/ lunch time and cleaned.

Pupils should not bring anything additional from home. There can be no 'show and tell'. However, children can now take books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours before being returned to the library.

Prevention

6. Where necessary, wear appropriate personal protective equipment (PPE).

PPE should only be used for two reasons; where an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support).

The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:

- Face masks
- Aprons
- Gloves of various sizes
- Face shields (limited quantities)

Children need to know that some adults might be wearing PPE and that it is 'ok'.

Staff identified as clinically vulnerable or clinically extremely vulnerable may use visors / masks at different times.

Response to any infection

7. Engage with NHS Test and Trace.

Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.

They will be required to book a test and provide details of anyone that they have been in close contact with (see definitions from guidance). They will then be obliged to follow the 'stay at home' regulations.

Anyone who displays symptoms of coronavirus can and should get a test.

In some cases, it may be appropriate to issue a family with a home testing kit. Given the potential

low numbers of kits, they will only be issued with the agreement of a member of SLT.

Contact with the symptomatic family will be maintained so that school can respond appropriately to either a positive or a negative result.

If the test result is negative, the child can return to school assuming they would do so under normal circumstances.

If the test result is positive, the child and family need to follow the 'stay at home' guidelines. School should contact the local health protection team

Response to any infection

8. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.

In responding to any confirmed cases of Covid-19, schools should contact Public Health England (PHE) and follow their advice.

School must provide the details to PHE of those children/adults that have been in direct close contact with a confirmed case.

School will inform parents of the infection, but we will not reveal the name of the infected child/adult.

In the case of a confirmed covid-19 infection, Public Health England will advise which children or adults need to self-isolate, and for how long.

Response to any infection

9. Contain any outbreak by following local health protection team advice.

If school has 2 or more confirmed cases within a 14-day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout.

This could result in a bubble lockdown, a school closure or/and a mobile testing station being established in school.

Testing will focus on the affected classes, then their Key Stage bubbles and then the remainder of school if required.

Section 2: School operations

Aspect of school	Action
<p>Transport</p> <p>By public transport services, we mean routes which are also used by the general public</p>	<p>Wider public transport</p> <p>Children should not attend school trips or visits if they are required to use public transport to get there. This seems like an unnecessary risk for Keyworth Primary to instigate. If using public transport to come to school, masks should be used and hand hygiene measures should be followed.</p>
<p>Attendance</p> <p>Now the circumstances have changed, and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.</p> <p>School attendance will therefore be mandatory again from the beginning of the autumn term.</p>	<p>Attendance expectations</p> <p>School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.</p> <p>School will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as we did pre-covid and any absence will be followed up.</p> <p>Where appropriate, we will engage with the appropriate authorities to pursue sanctions (which may include fines) for families with non-attending pupils (in line with the local authority's code of conduct).</p> <p>Pupils who are shielding or self-isolating</p> <p>If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may need to isolate their children again following medical advice. Keyworth Primary will support those parents through dialogue with the school nurse team so that appropriate advice can be offered, and leeway afforded.</p> <p>Where children are told not to attend school as parents are following medical advice, absence will not be penalised.</p> <p>Pupils and families who are anxious about return to school</p> <p>If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance – this could be via a Teams/Zoom meeting.</p>
<p>School Workforce</p> <p>From September, we are planning to have our normal, full complement of staff in school.</p>	<p>Deploying support staff and accommodating visiting specialists</p> <p>As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason.</p> <p>Supply teachers and other temporary or peripatetic teachers</p> <p>Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing.</p> <p>Likewise, sports coaches and other providers will be permitted to teach various groups of children assuming that they are able to follow stringent distancing also. These will need to be consistent people, not changing week-to-week.</p>
<p>Safeguarding</p>	<p>All existing pre-covid safeguarding measures will return as normal, however the SLT will need to consider additional time to 'catch-up' with those children requiring additional pastoral support as a result of prolonged absence from school. If you have any concerns about your child returning to school, please contact a member of the SLT to discuss.</p>
<p>Catering</p>	<p>The expectation is that the school kitchen will be fully open in Autumn term. Hot meals will be provided as normal for those who require them.</p>

Lunch and break times	<p>Midday supervisors will continue to support the supervision of lunchtimes, but they will be allocated to bubbles.</p> <p>A rota will be drawn up to ensure that, ideally, only members of staff within appropriate bubbles supervise their bubbles at break times. The playground will be split into zones and allocated to bubbles to avoid any cross-contamination.</p>
Estates	<p>We will conduct the normal pre-term building checks as per the existing schedule of work.</p> <p>Teachers will ensure that classrooms have good ventilation (open windows and doors).</p>
Educational Visits	<p>There will be no Y3 residential to Beaumanor Hall in the Autumn Term. We will organise one for them when they are in Y3/4. The Y6 residential has been booked for the Summer Term but will be cancelled as per DfE instructions regarding overnight school trips if necessary. Parents will be receiving a letter soon about this.</p> <p>School trips are permitted to resume. However, the risk of compromising the integrity of bubbles by mixing with other schools attending venues or using coaches that have also been used by other schools, does not seem conducive with current guidance.</p>
Wraparound care	<p>Wraparound care is permitted to commence. Children attending wrap around care will ideally need to be kept in separate bubbles, however that might not be possible due to limited staff numbers and children attending therefore the children will need to remain in small consistent bubbles, observing very good hand hygiene.</p>

Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
<p>Curriculum expectations</p> <p>The key principles that underpin government advice on curriculum planning are:</p> <p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>Remote education, where needed, is high quality</p>	<p>Keyworth Primary School will apply our curriculum model in its fullest and identify gaps in core learning that need to be negated over a period of time, with additional intervention for those year groups that have less time to 'catch-up'. However, we will have a period of adjustment in September to allow for children who have not attended school consistently in Summer and Spring terms.</p> <p>During this period, children will be reminded of all of their hard work during the previous year and we will 'reset' the expectations so that children know that we are expecting of them on their return to school i.e. great learning behaviours.</p> <p>Our September 2020 curriculum will be as planned, and we will return to the normal teaching of all subjects in the autumn term. Assessment will be used to a greater extent so that teachers can tailor the learning journeys to the needs of all the children.</p> <p>Home education will become a focus in the sense that it will become integrated into the school curriculum. Class teachers will plan and deliver lessons from September that will mean a shift to home learning (in the event of a lock down) is straight forward, with children confident using the appropriate technology. Oak National Academy & White Rose Maths lessons will be used periodically throughout the curriculum so that children are comfortable with the content and format in readiness to reverting to that way of working should local lockdowns or a national lockdown be imposed.</p> <p>Information about our provision for home learning will be shared with parents in September 2020.</p>

<p>and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	
<p><i>Specific points for early years foundation stage (EYFS) to key stage 3</i></p>	<p>For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</p> <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</p>
<p><i>Physical activity in schools</i></p>	<p>PE lessons are still to take place. Where possible, they are to take place outside as transmission of the disease is reduced in the outdoors.</p> <p>Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p> <p>External coaches can still be used to deliver PE sessions as long as they also follow the protective measures.</p>
<p><i>Pastoral support</i></p>	<p>The Jigsaw Curriculum will ensure that there is appropriate provisions and curriculum time allocated to support children’s wellbeing. These sessions will need to provide children with the opportunity to rebuild friendships and social engagement, as well as address issues linked to coronavirus.</p> <p>Our staff team will also offer daily pastoral support, as always, to any child who needs it.</p>
<p><i>Behaviour expectations</i></p>	<p>The current approved behaviour policy (Rainbow Rules) coronavirus amendment will still apply.</p> <p>At the start of term expectations of behaviour will be revisited and the school’s values of the ‘Keyword Code’ and ‘Rainbow Rules’ will be widely discussed so that the ethos of the school does not change. The climate and culture needs to remain one of high expectations and respect for one another.</p>

Section 4: Assessment and accountability

Primary Assessment

All statutory assessments (other than the Reception Baseline) will take place in the academic year 20/21 in accordance with the usual timetables. The tests are as follows:

- the phonics screening check
- key stage 1 tests and teacher assessment
- the year 4 multiplication tables check
- key stage 2 tests and teacher assessment
- statutory trialling

Keyworth Primary will prepare for these tests in the same manner as has been done in previous years and we will communicate with parents the details about these tests nearer the time.

Section 5: Contingency planning for outbreaks

Aspect of school	Action
<i>A local outbreak</i>	<p>If school is made aware of a local outbreak, the Public Health England health protection team or the local authority may advise school to close. Preparations will be made by way of a contingency plan so that learning can still continue and the community can remain safe. These plans will be communicated with parents in September 2020.</p>
<i>Remote education support</i>	<ul style="list-style-type: none"> ➤ Teachers will share lessons via Learning Mats on the class blogs or alternative learning platform. ➤ White Rose Maths lesson by lesson overviews to be used as a weekly structure for maths alongside Oak National Academy lessons for English so that lessons can seamlessly continue to fulfil progressive objectives from the primary curriculum. ➤ Teachers will monitor engagement with home learning and offer support where necessary. ➤ Parents/carers will be able to take photos of their learning and send to class teachers <ul style="list-style-type: none"> ○ Parents can upload photos via the SeeSaw app (more information to follow) so that teachers can monitor progress and offer supportive feedback if appropriate. For general enquiries, new class emails will also be shared with parents if remote education is activated through a local lockdown. <p>Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning.</p> <p>Efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household. Please contact us if you would like to discuss this further</p> <p>The principles for delivery will be as follows:</p> <ul style="list-style-type: none"> ➤ Children will receive learning opportunities for a range of subjects each day ➤ Teachers will be asked to upload short videos of themselves introducing learning mats or specific activities. Experience now shows us that this is very motivating for children. ➤ Learning will be sequenced as per our current curriculum model ➤ High quality explanations will be made by the teacher through curriculum resources such as Oak National Academy and White Rose Maths ➤ Work will be checked through uploads to the SeeSaw app – the weekly learning mat will explain this. ➤ Teachers will be available via class email so that they can answer general queries.

End