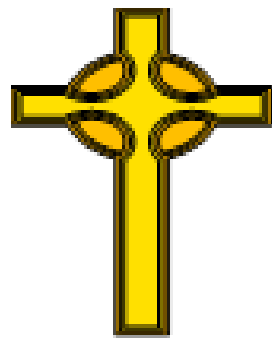


Holy Cross Catholic Primary School



Contingency Plan for Education during COVID-19

We care, we share, we value.

Contingency Plan for the education of all pupils during Covid-19

Scenario 1: In the event of an individual pupil going in self-isolation or bubble lockdown or whole school lockdown

Step 1: Parent/carer phones school to notify of self-isolation / waiting on a test.

Step 2: Office will ask if seesaw is accessible from home, if not paper copies will be arranged.

Step 3: Teacher will be notified and the teacher will set work for the child at the end of the school day of the first notification, for the following school day.

Step 4: Paper copy (2-week package) to be collected from school.

	Seesaw will be updated daily with a range of work to meet the needs of the individual child	Paper (2-week package) Work to meet the needs of the individual child
Nursery	Activities to engage children for all Areas of Learning	Activities to engage children for all Areas of Learning.
Reception to Year 6	<ul style="list-style-type: none"> Collective Worship RE Activities (link on seesaw) Maths lesson - National Oak lesson English lesson National Oak lesson Phonics – letters and sounds video (link on seesaw) Handwriting (link on seesaw) Spellings/Tricky Words (link on seesaw) An activity chosen by the teacher for another subject <p style="color: blue; margin-top: 10px;">Encouraging daily log in:</p> <ul style="list-style-type: none"> Oxford Owl Reading (link on seesaw) IDL Reading & Maths (link on seesaw) TTRockstars (link on seesaw) 	<ul style="list-style-type: none"> Suggested timetable for activities Collective Worship Plan RE Worksheets Maths worksheets English worksheets Phonics worksheets Handwriting sheets Spellings/Tricky Words Grammar (Y2 only) Reading Book (if not already at home) Wider Curriculum activities Ideas for PE
Expectations of checking work for self-isolation	Before the start of the next school day, the teacher will mark and set learning for the next day via seesaw.	Pastoral Manager or Class Teacher to phone the child's home at the end of the school day (twice a week) to check if learning has been suitable.
Expectations of checking work during a lockdown	<p>During school working hours 9.00am to 12.00pm and 1.00pm to 3.00pm</p> <p>Except Friday afternoon when teachers will be taking their PPA to plan for the next weeks activities.</p>	Pastoral Manager or Class Teacher to phone the child's home at the end of the school day (twice a week) to check if learning has been suitable.

Expectation of the parent/carer

We expect parents/carers to support their child's education at home. Seesaw and paper activities can be accessed at any time of the day, suitable for the individual family. On the school website (visit your year group) we have given advice on how to engage the child at home and the length of time expected for the child to engage in learning activities. (Paper copies available on request)

Scenario 2: In the event of a class teacher in self- isolation (well and able to work from home)

Children will follow their usual timetable in school. The class teacher will continue to support remote learning by setting tasks for other pupils in isolation, homework activities and the weekly planning for the rest of the class. A qualified adult will supervise the class. Some lessons will be delivered by the class teacher remotely and supported by adults in the classroom with the children.

Scenario 3: In the event of a class teacher being unwell and unable to deliver remote learning during full school opening

Another teacher will take classroom responsibilities including remote learning with the support of the TA.

Scenario 4: In the event of a class teacher being unwell and unable to deliver remote learning during a bubble closure or whole school closure

In event of this happening the school would hope to identify staff to support the children with their learning. If class teachers are unwell, then the school would hope to identify staff to support classes. If this could not happen, it may result in the children having limited access to teaching during the day.

Scenario 5: In the event of a self-isolation / closure, the child will not engage in home learning tasks.

If this happens, we would urge parent/carers to contact school via telephone. A member of staff will contact you to discuss barriers to learning. The Pastoral Lead may become involved with the family to support the well-being of the child. This will be done via telephone conversations.

We understand this can happen for a number of reasons. We will try and work with the family to encourage the child to re-engage. Seesaw activities can be completed by the child at any time of the day, at a time suitable for the family.

The mental well-being of both parent/carer and child is also of importance to the school. We know there may be difficulties and we just ask everyone to do their best in supporting the learning the school is providing.

As we work through this together, it is likely that we will face challenges. We will continue to reflect upon practice and so therefore further modifications and enhancements are likely to be introduced. We welcome ideas, suggestions and solutions so that together we work harmoniously for parent/carers, staff and our pupils.