



Woore Primary and Nursery School  
**COVID-19 Contingency Plan**  
**September 2020**

## **Introduction**

In 2020 COVID-19 (the Coronavirus) pandemic required educational provisions to respond quickly to mitigate the impact of: the pandemic threat, isolation and lockdown which led to the need to swiftly implement procedures for the management of the risk of infection and ensure educational provision could continue. Subsequent government plans during this period continued to rapidly change which created the need for Woore Primary and Nursery School to continue to review and adapt operations to ensure education for its pupils and support for staff could be provided.

### **On-going Preventative Practice**

#### **Bereavement/Illness**

We will address sensitive issues such as death, bereavement and serious injury as appropriate within the general curriculum. Therefore, students will not have to address these issues for the first time following the death or illness of a loved one linked to COVID-19. These issues may be covered through studies in R.E., Geography, History and PSHE.

#### **Pastoral Support**

We will develop an atmosphere of support and trust amongst our pupils, parents and staff, and provide opportunities for them to talk and share their feelings where possible. The trained ELSA will work to support pupils, as required with any significant pastoral issues that may arise as a result of a serious event/emergency or following a period of local or national lockdown.

#### **Behaviour Policy**

As a positive measure to ensure our pupils' safety, our behaviour policy has been amended to take into account the issues around COVID safety. The policy will be regularly reviewed and updated.

### **Pandemic or Public Health Threat**

A pandemic or public health threat defined as "an occurrence or imminent threat of an illness or health condition, caused by bio terrorism, epidemic or pandemic disease, or (a) novel and highly fatal infectious agent or biological toxin, that poses a substantial risk of a significant number of human fatalities or incidents or permanent or long-term or long-term disability (WHO/DCD, 2001)' may impact the daily operations of Woore Primary and Nursery School.

The declaration of a state of public health threat or emergency permits the government or local authority to suspend regulations, change the functions of agencies and provide directions as to approaches required, as such the following details our plans in response to this threat to ensure continuity and support recovery.

### **Process in the event of a local or national outbreak**

If nationally or locally e.g. a whole authority or educational provision, sees a spike in infection rates that is resulting in a localised community spread of coronavirus, the school will work closely with appropriate authorities to decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will work closely with the school to support us to follow the health advice. The Shropshire PHE health protection team may also advise particular 'bubbles' or the school to close temporarily to help control transmission. Where this is the case, those pupils and staff not in close contact with a pupil/staff member testing positive, will remain in school within their own bubbles.

Other circumstances may involve remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils. There may also be the possibility of a total school closure at the last resort.

### **Individuals or identified groups self-isolating**

Where individuals or groups are self-isolating either in response to contracting the virus outside of school or in response to school safety procedures where an individual or group may have been identified as at risk; remote education will be provided.

Teachers self-isolating will continue to provide education remotely, either to be delivered by the teaching assistant or via Teams where appropriate.

### **Informing parents of school closure**

In the event of closure due to the COVID-19 pandemic, parents/carers will be informed via text message and email and information will also be available on our website/Facebook pages.

### **Closure due to staff absence**

It is possible that for a period of time, Woore Primary and Nursery School will be open but a higher than normal number of staff may be absent. If high staff absence does become the case, we will do everything we can to remain open, but on the grounds of health and safety, we may have to take the decision to close. However, this would be a last resort.

### **Ensuring continuity during the COVID-19 pandemic**

To ensure continuity, remote learning access will be available via our Seesaw Platform and additional learning platforms which include My Maths, Spelling Shed and Espresso. This will provide pupils with opportunities to engage with learning at home and access their daily lessons virtually. Parents/Carers will be provided with detail of how to support their child in accessing these platforms on or before the day of closure or if a particular group is required to study at home. However, if the provision needs to close suddenly, this detail will be emailed to parents in a timely manner.

### **Remote education support**

Where a class, group or small number of students need to self-isolate, or there is a local lockdown requiring pupils to remain at home, remote education will be available. In developing and continuing to improve upon our remote education, Woore Primary and Nursery School will:

- ensure our remote education has a clear sequenced curriculum which supports learners in accessing high-quality online and offline resources/ teaching videos, and is linked to our curriculum expectations.
- ensure that resources provided to students are age and stage appropriate and supports their learning needs.
- ensure our online Education platform and online learning platforms are used across the school in order to allow for interaction, assessment and feedback and to support pupil progression.
- ensure that pupils who do not have access to a laptop and are classed as vulnerable/disadvantaged will have access to a school laptop on a loan basis.
- provide printed resources, such as textbooks and workbooks, for students who are not eligible for laptops/tablets or for safeguarding reasons cannot have access to the internet.
- work with families to support our learners in accessing remote/home learning without causing undue distress for our youngest or most vulnerable and complex learners.

## **Planning and Delivery of Remote Education**

When planning remote learning, Woore Primary and Nursery School expects teachers to:

- plan a programme that is of equivalent length to the core teaching pupils would receive in school and ideally including contact with teachers at least 3 times weekly.
- set learning tasks in line with class timetables (where possible), so that pupils have meaningful and ambitious work each day in a number of different subjects.
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- teachers must avoid an over-reliance on long-term projects or internet research activities and consider the extent of resources available to pupils within their homes.
- provide frequent, clear explanations of new content/skills, delivered either directly by a teacher or through high quality curriculum resources and/or videos.
- gauge how well pupils are progressing through the curriculum, using questions and other suitable assessment tasks
- regularly check work and provide feedback through the Seesaw platform
- adjust the pace or difficulty of what is being taught in response to questions/assessments, or in response to teacher/parental discussions.
- be aware to not place significant demands on parents' for help or support.

Appendix 1 provides detail of useful resources which staff and parents/carers can access to support with remote education, home learning and online safety.

## **Safeguarding and Remote Education**

Statutory guidance on online safety can be found in Annex C of 'Keeping Children Safe in Education' and in our Safeguarding and Child Protection Policy. These must be read and adhered to by all staff prior to engaging in the delivery of remote education. Parents/Carers should also be supported in understanding e-safety and how to effectively monitor their child's use of the internet and online activity. Appendix 1 provides further detail of resources which can be shared with parents/carers.

## **Recovery after a Pandemic (COVID-19)**

Following a significant event or school closure, the school will evaluate and address any issues to support recovery. This may require consideration of pupil or staff 'wellbeing', including physical, emotional and mental health and any potential impact on education.

When a significant period of curriculum time has been lost and online learning has not been sufficient or appropriate, a recovery curriculum will be implemented to address the needs of whole classes, groups and individuals. We hope that targeted interventions and quality first teaching will begin to address any key aspects of learning gaps which may have been identified.

## **Other Considerations**

### **In the event of full or part school closure:**

- Arrange for:-
  - The handyman or alternative key holder to open certain parts of the school as appropriate and to be available (and responsive) to requests.
  - Administration support
  - Safeguarding Leads to be available to communicate with parents/pupils
  - Safeguarding leads to be available on site
  - Cook in charge to make arrangements for providing free school meals for those eligible
  - Cleaner to deep clean school and keep clean over time.
- Think about what you are wearing when you go into school, in case you are unavoidably drawn in by media attention.
- If a positive coronavirus case does attract Media attention, you are likely to be inundated with requests for interviews and statements. Try to postpone media comment until after the LA's Media team arrive or you have discussed arrangements with them on the telephone.
- Be prepared to receive many telephone calls
- All staff not just teaching staff to be called in and if necessary, briefed at an early stage. Subsequent briefings should be arranged.
- Pupils to be told of new arrangements, in simple terms, at an early stage.
- To brief team to discourage staff and students from speaking to the Media
- Appropriate members of staff to have school laptops to enable them to work from home.
- Regular contact with the parents.

### **Staff**

- Remember to have regular breaks, and advise others to do so.
- Maintain regular contact with staff (teachers and office staff). Make a point of seeing that all staff involved know each other's roles and responsibilities (listed in Remote Learning Policy).
- Be available to see staff when required.
- Recognise also that if the burden of dealing with the situation falls disproportionately on a small number of staff, they too could need further support

## Appendix 1 Useful Resources for staff and parents

### Resources to Support with home education:

DfE has produced a quality assured list of remote education resources:

- [DFE resources to support online education resources for home learning](#)
- [Home Education tips for parents](#)

Refer to Shropshire Council document: Resources for Home Learning by Subject (available on the shared teachers drive). This can be made available to parents upon request.

### Safeguarding while online:

Refer to the School E-Safety Policy. The following resources may also prove supportive for staff and parents in managing online safety:

[UK Safer Internet Centre](#)

[National Online Safety](#)

[ThinkUKnow](#)

[Ceop](#)

[Netaware](#)

[NSPCC](#)