



Sheet Primary School – Contingency planning COVID19 – September 2020

There may be exceptional circumstances in which some level of restriction to education or childcare is required in a local area. In those situations, restrictions will be implemented in a phased manner – the key aim being to retain as much face-to-face education and access to childcare as possible. These ‘tiers of restriction’ will ensure that extensive limitations on education and childcare are a last resort, and that priority is given to vulnerable children and children of critical workers for face-to-face provision in all cases.

| TIER | WHAT IT MEANS FOR OUR SCHOOL | ACTIONS WE’LL TAKE |
|------|---|---|
| 1 | We’ll remain open for all pupils. | With current risk assessment and safe practices in place. |
| 2 | We’ll remain open for all pupils. | |
| 3 | We’ll remain open full-time for all pupils. | |
| 4 | <ul style="list-style-type: none"> • We’ll only remain open for vulnerable pupils and the children of critical workers • We’ll provide remote education for all other pupils | <ul style="list-style-type: none"> • Plan a programme that’s of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers • Set assignments so that pupils have work each day in a number of different subjects, and monitor pupils’ engagement with these assignments • Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what’s intended to be taught and practised in each subject • Provide frequent explanations of new content, delivered by a teacher in our school or through curriculum resources and/or videos • Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work • Adjust the pace or difficulty of what’s being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils’ understanding • Use a curriculum sequence that allows access to online (e.g. teaching videos, tests) and offline (e.g. resource packs, reading books) resources, and that is linked to your curriculum expectations • Give access to those remote education resources |

| TIER | WHAT IT MEANS FOR OUR SCHOOL | ACTIONS WE'LL TAKE |
|------|------------------------------|---|
| | | <ul style="list-style-type: none"> • Select the online tools that will be consistently used across our school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use • Provide printed resources, such as textbooks and workbooks, for pupils who don't have suitable online access • Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so you should work with families to deliver your curriculum <p>Vulnerable pupils</p> <p>We'll strongly encourage vulnerable pupils to continue attending school. To do this, we'll:</p> <ul style="list-style-type: none"> • Work with our local authority (LA) • Contact a pupil's parent or carer, and (where applicable) social worker if the pupil doesn't attend, to find out why and discuss their concerns <p>Free school meals</p> <p>We'll work with HC3S to prepare meals or food parcels for all pupils eligible for free schools meals, whether they are at home or on-site.</p> |

Sources

We produced this template based on the following sources (all information is up to date as of 4 September 2020):

- [COVID-19 contain framework: a guide for local decision-makers](#), GOV.UK - DHSC
- [How schools can plan for tier 2 local restrictions](#), GOV.UK - DfE
- [Guidance for full opening: schools](#), GOV.UK – DfE