

Contingency Plan for the education of all pupils at St. Anne's (Stanley) C of E Primary and Nursery School 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 emails/google classroom is accessible from home, if not paper copies will be arranged to send home the next day.

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 delivered by office staff.

	Google classrooms (updated daily) 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. Nursery Rhymes/Key Songs Key Stories 2Simple/Emails to parents Keep communication up with families. Virtual School Trip if appropriate Wake up and shake up/Cosmic Yoga/GoNoodle Weekly Vocabulary	Activities to engage children for all Areas of Learning
Reception	2Simple/Emails to parents Maths activity – White Rose Maths Phonics – letters and sounds video (link on Read,Write, Inc) English lesson or activity linked to key texts and stories An activity chosen by the teacher for another subject Daily reading logs Weekly Vocabulary Nursery Rhymes/Key Songs Wake up and shake up/Cosmic Yoga/GoNoodle Virtual School Trip if appropria	Reading Book (if not already at home) Maths worksheets Phonics sheet Name Writing Wider Curriculum activities linked to work taking place in class.
Years 1 & Year 2	Maths activity – White Rose Maths/My Maths Times Tables Rockstars Phonics – letters and sounds video (link on Read,Write, Inc) English lesson or activity Reading Plus An activity chosen by the teacher for another subject Daily reading logs Weekly spellings & Vocabulary	Reading Book (if not already at home) Maths worksheets Phonics sheet Handwriting sheets Grammar (Year 2) Spelling Wider Curriculum activities

Year 3 & 4	<p>Maths activity - White Rose Maths/My Maths</p> <p>Phonics (letters and sounds if appropriate)</p> <p>Times Tables, Rockstars</p> <p>Reading Plus – daily reading/comprehension</p> <p>English lesson or activity</p> <p>Weekly Spellings & Vocabulary</p> <p>Wider curriculum activity</p> <p>Daily reading logs</p> <p>Cosmic Kids Yoga/Supermovers/BBC</p> <p>Physical Education</p> <p>National Academy – Science, Geography/History</p>	<p>Reading Book (if not already at home)</p> <p>Maths worksheets</p> <p>Grammar worksheets</p> <p>Weekly Spellings</p> <p>Wider curriculum activities</p>
Years 5 & 6	<p>Maths activity - White Rose Maths/My Maths</p> <p>Phonics (letters and sounds if appropriate)</p> <p>Times Tables, Rockstars</p> <p>Reading Plus – daily reading/comprehension</p> <p>English lesson or activity</p> <p>Weekly Spellings & Vocabulary</p> <p>Wider curriculum activity</p> <p>Daily reading logs</p> <p>Cosmic Kids Yoga/Supermovers/BBC</p> <p>physical education</p> <p>National Academy – Science, Geography/History</p>	<p>Reading Book (if not already at home)</p> <p>Maths worksheets</p> <p>Grammar worksheets</p> <p>Weekly Spellings</p> <p>Wider curriculum activities</p>
Expectations of checking work for selfisolation	<p>Before the start of the next school day, the teacher will mark and set learning for the next day via google classrooms</p>	<p>Teacher/senior leader to phone the child's home at the end of the school day (twice a week) to check if learning has been suitable.</p>
Expectations of checking work during a lockdown	<p>During working school working hours 9 to 12 / 1 to 3.</p>	<p>Senior Leader/SENCO to phone the child's home weekly to check if learning has been suitable and if tasks are suitable.</p>

Expectation of the parent/carer

We expect parents/carers to support their child's education at home. Emails/google classroom 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.

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

A qualified adult 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. This will initially involve the staff from the same year group. If 2 teachers are unwell in the same year group, then the school would hope to identify staff to support both 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 0151 228 1506 or email d.casey@st-annesstanley.liverpool.sch.uk/stanley-ao@st-annesstanley.liverpool.sch.uk A member of staff will contact you to discuss barriers to learning. A pastoral support team 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 recognise that parent/carers will have different expectations and different opinions at different times. Decisions will continue to be made with the knowledge, timescales and resources school has at that given moment of time and we ask all parent/carers to work with us in line with our school spirit. Unreasonable expectations or unfair comparisons sadly take efforts away from what we always strive to do which is to further improve our service. This does not mean that the school is beyond criticism. We welcome ideas, suggestions and solutions so that together we work harmoniously for parent/carers, staff and our pupils.