

Continuity of Learning Plan

Aim: Should a child/ren not be able to attend school due to Covid restrictions, they must have access to a good quality of education.

As a school, we have identified and planned for three possible scenarios which may cause disruption to pupils' education.

Tier 1	Continuity of Learning
<p>Individual (siblings) not able to attend school due to Covid restrictions (e.g. isolating after travel/confirmed Covid case/awaiting test result)</p> <p>A bubble or wider cohort is unable to attend school due to Covid restrictions.</p> <p>The whole school/a Key Stage are unable to attend school due to Covid restrictions.</p>	<p>The school will use a blended approach to learning which includes both live learning and directed study (using UL Curriculum Resources, White Rose Maths Resources and Oak Academy Resources.) This will be sign-posted via a class Sway. Parents will be notified of exact arrangements on the first day of isolation.</p>
Tier 2	Open to key worker and vulnerable children only
<p>The whole school is unable to attend due to Covid restrictions with the exception of vulnerable children and the children of key workers.</p>	<p>The school will use a blended approach to learning which includes both live learning and self-study. This will be sign-posted via a class Sway. The children in school will access the Sway in line with the rest of their class.</p>
<p>Actions to ensure the above is a success:</p>	
<ul style="list-style-type: none"> ● All children have been provided with access to Teams and they are independently able to access this. All teachers to lead whole class lessons on this before 2nd October. ● All parents understand what Microsoft Teams is and how to use it to support their child to access learning. A 'How to' should be made/signposted to guide parents how to use Microsoft Teams by 2nd October. ● All children have a device that enables them to access Microsoft Teams. The school should get an up to date list of children with no devices and target these children with devices by 2nd October. 	

- A class timetable will be shared with parents/carers to provide an overview of the learning each week; there will be Reading, Writing and Maths plus one Foundation subject every day.
- We will aim for the child/children to continue to access the same curriculum learning as their peers. The teacher will use UL curriculum planning. This may be supplemented by learning from the Oak Academy (to align with the English genre being taught in school.) The White Rose Maths learning will align with the White Rose Maths learning in school. The wider curriculum topic will be that covered by the UL Curriculum.
- Class teachers will deliver one live lesson a day (Phonics in Year 1, Maths elsewhere in the first instance) and the class will be taught in small group tutorials across the week.
- School will have a class set of Chromebooks to ensure all pupils have access to the live lesson and the daily Sways.
- Pupils will record learning in their exercise book.
- EYFS children will also use Tapestry to respond to learning.

Resources:

- The school will provide stationery and resource packs to all children. These will include subject specific resources as well as stationery.
- Additional library books.
- Additional phonics reading books if appropriate.

Principles:

- Children will have a consistent weekly timetable covering a range of subjects.
- Learning will be sequenced as per our current curriculum.
- The teacher will deliver high quality explanations using films for all subjects (as per the timetable) embedded in their class Sways.
- Ongoing checks for understanding will take place throughout the lesson using forms.
- All learning will be recorded in the pupils' exercise books.
- Learning will be no less than 3 hours a day.
- Class Sways will be differentiated for all children, including those with special educational needs.