Covid-19 Education Response Guidance

This document is to provide staff with potential Covid-19 scenarios and solutions in supporting continuity of education for pupils.

Scenario one: Individual pupil(s) displaying symptoms and awaiting a test result

A pupil(s) is unable to attend school due to displaying symptoms and awaiting a test (and/or results). If the child is unwell and unable to engage in learning, their absence will be recorded appropriately and communication maintained.

However, if a child is displaying symptoms but able/happy to access our home learning provision, please refer to the home learning section below and direction from Head of School and/or the Executive Leadership

Scenario two: Individual pupil(s) isolating due to positive result

A pupil is unable to attend school due to having a positive Covid-19 test result and displaying symptoms causing the child to feel unwell.

In this scenario, if the child is too unwell to access home learning during the mandatory home isolation period, the pupil would not be expected to engage in any learning and absence recorded appropriately.

However, if a child tested positive, is displaying symptoms but able/happy to access our home learning provision, please refer to the home learning section below and direction from Head of School and/or the Executive Leadership.

Scenario three: Individual pupil(s) directed by Test & Trace to isolate

A pupil(s) has been directed by Test and Trace to isolate for 14 days but during this time are not displaying any symptoms and therefore not unwell. In this scenario, please refer to the home learning section below and direction from Head of School and/or the Executive Leadership.

Scenario four: Whole cluster/bubble (academy) closure

A contact cluster or whole academy (Bubble) is directed to close and isolate for 14 days. For those well enough to access home learning, please refer to the home learning section below and direction from Head of School and/or the Executive Leadership.

Home Learning

Our normal curriculum approach is already a catch up curriculum in the sense that it is designed to focus on personal development and literacy, and to enable us to identify individual pupil gaps in learning and target those gaps as a priority.

Heads of Key Stage are responsible for ensuring that learning is planned in such a way that it can be continued as seamlessly as possible if a pupil is off school due to family isolation, local lockdowns etc. The learning offer for pupils needs to be developed based on what we know about the pupil, their needs, the family situation and what they are most likely to engage with.

Our approach to managing teacher workload in relation to this this is to take a three-step approach:

1. What am I doing in class that I can send home to pupils?
2. What resources are their online that will help enhance pupil learning and understanding e.g. Oak National Academy
3. What additional support might a child need in order to enable them to engage? (at this stage, class teachers may want to talk to their KS leader and SLT).

Process for establishing the most effective learning type for a pupil:

Establishing the most successful way of virtual/home learning will ensure we offer the most suitable method of learning for our pupils and parent/carers. With this in mind, please collect the following information for each of your pupils.

Previous home learning engagement:
Pastoral Managers are responsible for the co-ordination of this, it is important staff notify them of any changes of circumstances that could affect the planned offer.

Access to IT:
An up to date audit of those that have access to IT at home.

What was the level engagement during the first lockdown?
Based on our experiences from the first national lockdown, what engaged the pupils most successfully, e.g. virtual only, work packs, both?

Parent/carer voice:

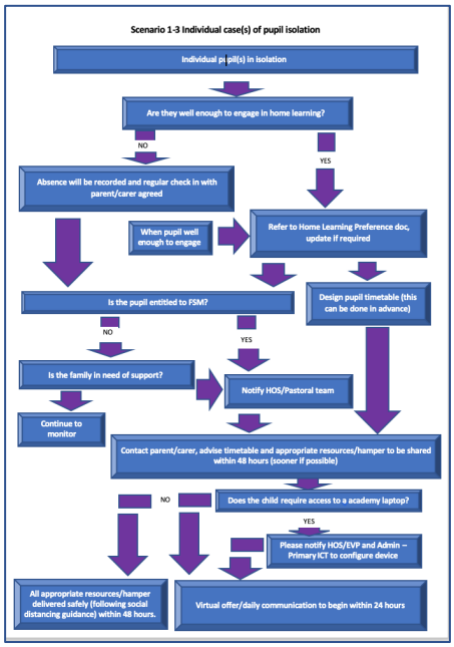
- What learning method would be best suited to the household? E.g. virtual learning, work packs
- What method of daily communication would be best? E.g. virtual, phone calls, or text (but this just an initial method of communication and a phone call etc would follow)

Pupil voice:

- What learning method would have greatest impact on learning? E.g. Virtual, work packs
- What method of daily communication would be best? E.g. Virtual call, TEAMs message, or phone call

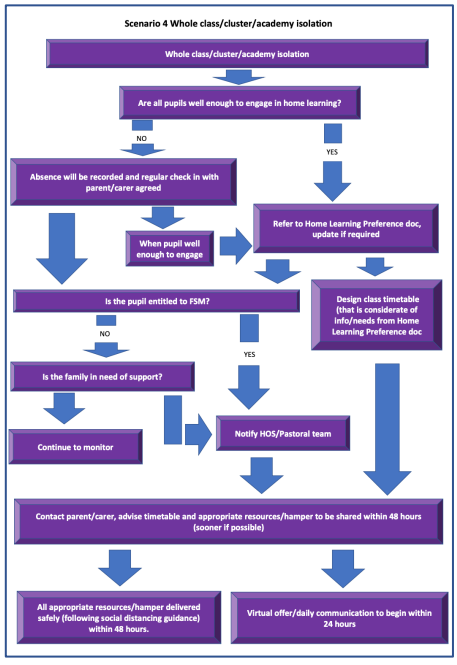
Flowchart 1: Scenario 1-3 Individual Case(s) of pupil isolation

For individual pupil(s) having to isolate please follow the flowchart (appendix 1)



Flowchart 2: Scenario 4 whole class/cluster/academy closures

For whole class/cluster academy closures please follow the flowchart (appendix 2)



Timetables/planning

We are very mindful that this is a very stressful time for all and we aim to not increase staff workload. However, having an overview of pupil(s) or class timetables will enable each academy to operate an effective home learning offer, as well as support any situations where the class staff are unable to deliver sessions e.g. staff are unwell.

We encourage staff teams to work together and use meeting times to help plan in advance for any closures that we may encounter. Key stage leaders to give time to this during the meeting schedule.

Timetable templates (Appendix 3 and 4), in line with DfE guidance, some virtual sessions for whole class/cluster/academy closures has been pre-populated. If these times need changing or individual drop-in are more appropriate, please speak with your academy's SLT first.

Planning:
You will not be expected to share individual planning, unless you are an NQT or as support following discussions with your line manager. However, it is important home learning echoes quality first teaching and is considerate the pupil's individual needs. If staff require any support with this, please see your line manager or a member of the academy's leadership team.

Learning materials/resources

Reading:
Access to appropriate reading material – this must be in line with what the pupil(s) class are currently studying/reading.

Online Learning:
Access to online learning – depending on the pupil's access to IT, this should begin within 24 hours. This can come in different guises but must be done with safeguarding at the forefront of everyone's mind:

- Direct sessions with the pupil(s): there must be 2 staff at all times delivering online learning/communications.

- Whole class/group virtual sessions: there must be 2 staff at all times delivering online learning/communications.

- Pre-recorded sessions. Recorded lessons can be uploaded and shared with pupils on TEAMs. However, the recording MUST be of the staff members only, and only if the staff member is happy for this to take place. Examples of pre-recorded sessions could be staff members reading a story or teaching a solution to a Maths problem.

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Work packs:
Any work packs sent home must be relevant to the topic/subject(s) based on long- and medium-term planning. These must be delivered safely within 48 hours (please see HOS/EVP on how best to achieve this).

Pupils working at home should be set at least English and Maths learning tasks, to help them keep up with their peers.

Please consider preparing additional sets of any resources for each topic/subject. KSL and HOS/EVP will support this.

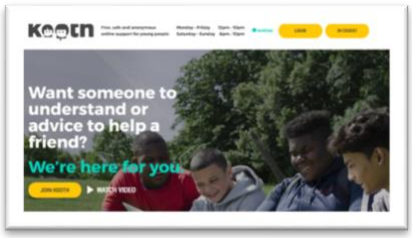
** If a book/resources that are sent home that are returned to school, must be placed in a sealed plastic bag and stored in a safe place (Head of school/EVP to notify staff of location) for a minimum of 72 hours.

Useful links/app:

Primary

OAK NATIONAL ACADEMY	**Oak National Academy** This website has been set up with lots of videos and activities for key topics that children can work their way through. Your child's teacher will direct them to relevant topics. (please see appendix 5)
epic!	**Epic Books** A digital library with free access to over 40000 books
Spelling Shed	**Spelling Shed** A resource teachers may use to provide custom spelling lists for students to enable student to practise spellings in an interactive, fun way.
OxfordOWL Oxford OWL	**Oxford Owl Free ebooks** This website has lots of free e-books that you can read together with your child. Reading daily is one of the most important, and easiest, things that parents can do to support children's learning. You have to create an account, but this is entirely free. This website works on a laptop, tablet or phone. Children can click a button to have the story read to them if they want.

Secondary

	Oak National Academy This website has been set up with lots of videos and activities for key topics that children can work their way through. Your child's teacher will direct them to relevant topics. (please see appendix 5)
	MyMaths MyMaths offers interactive lessons, booster packs for revision, and assignable homeworks and worksheets, along with a wealth of resources that teachers can use in the classroom and at home to develop students' confidence and fluency in maths.
	Spelling Shed A resource teachers may use to provide custom spelling lists for students to enable student to practise spellings in an interactive, fun way.
	Epic Books A digital library with free access to over 40000 books
	BBC Bitesize Bitesize is the BBC's free online study support resource for school-age pupils in the United Kingdom. It is designed to aid pupils in both schoolwork and, for older pupils, exams.
	**Kooth** Kooth is a website staffed by trained counsellors. It provides free, safe and anonymous online support for young people.

Communication

As we all know, communication with our pupils is a vital part of everything we do, if a pupil(s) has to isolate, it is important regular communication continues.

- Scenario one: In this instance it would be good if staff contacted parent/carers just to touch base and see how things are going at least weekly.

- Scenario two: Daily interaction is expected, this could be done via TEAMs/phone/Dojo. If contact cannot be established please refer to your HOS/EVP, where normal attendance procedures will occur.

- Scenario three: Daily interaction and there should be a minimal of 3 virtual interaction the pupil/group each week (IT dependent).

Attendance of pupils

It is important we continue to know all our pupils are safe. If a pupil is accessing work from home and does not engage in their preferred method of learning/communication, we must follow our attendance procedures in relation to Covid-19, please see Non-attendance Procedure flowchart, within the Attendance Policy. Before any "socially distanced" safe and well visits take place, please ensure all other avenues of communication have been exhausted; TEAMs, phone call, email and/or text (only staff with a work phone may use a mobile phone to send a text message. Other staff can request for a text to be sent via Arbor through a member of the admin team). It is important we try to either speak with or see pupils virtually, within 3 days of none attendance, to help us establish the pupil is safe and well. If this is not achieved the HOS/Executive Leadership will co-ordinate next steps.

Safeguarding

As always, this supersedes everything we do. It is important staff continue to follow our safeguarding policy and procedures. If in doubt always contact your academy's s DSL or a member of the Safeguarding Team.

Disclosures/concerning behaviour:

If a pupil makes a disclosure or you witness any concerning behaviour, whilst online or during a phone call, their safety must be a priority. In the event that a pupil is at immediate risk of harm please call 999.

All concerns must be reported to the DSL via the most appropriate communication means. Any urgent concerns must be reported in person to the DSL or via phone. Never just emailed or logged on CPOMs, without a conversation first. If the DSL is engaged please contact the Deputy DSL.

Free School Meals

Head of Schools/Executive Leadership to co-ordinate

Isolating for 14 days:

10-day Hamper to be delivered within 24 hours. Drop off to be arranged in advance and hamper to be left on the doorstep.

Awaiting test/result:

If awaiting to see if isolation will be required for 10 days plus, 3-day hamper to delivering within 24 hours. Drop off to be arranged in advance and hamper to be left on the doorstep.

ICT Safety at Home

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Academy laptops provided to pupils for use at home

Laptops provided by the DfE or/and Local Authority:

- Windows laptops – these are installed with the DfE filtering
- Chromebooks – these have the Cisco Umbrella setup

**IMPORTANT: In relations to the Chromebooks, Primary ICT must be notified of which pupils these will be distributed to in advance, as they will ensure the Cisco Umbrella setup is activated by individual pupil accounts.*

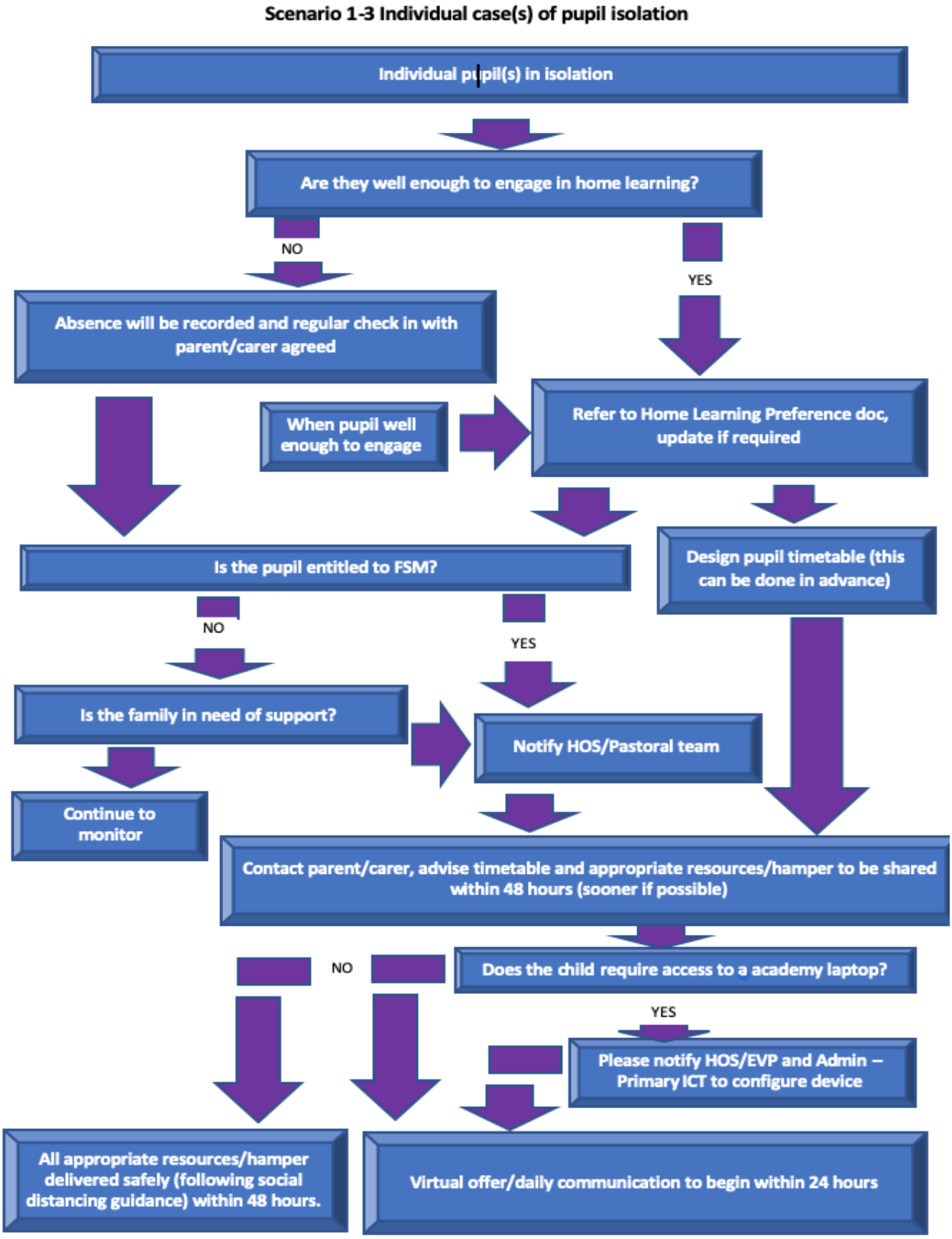
**IMPORTANT: Please do not issue any laptops until these have been signed off properly by the HOS/Executive Leadership.*

**IMPORTANT: All other academy laptops MUST not be shared with pupils for home use at present (as of 12th Oct 2020)*.

Pupils using personal IT at home to access home learning

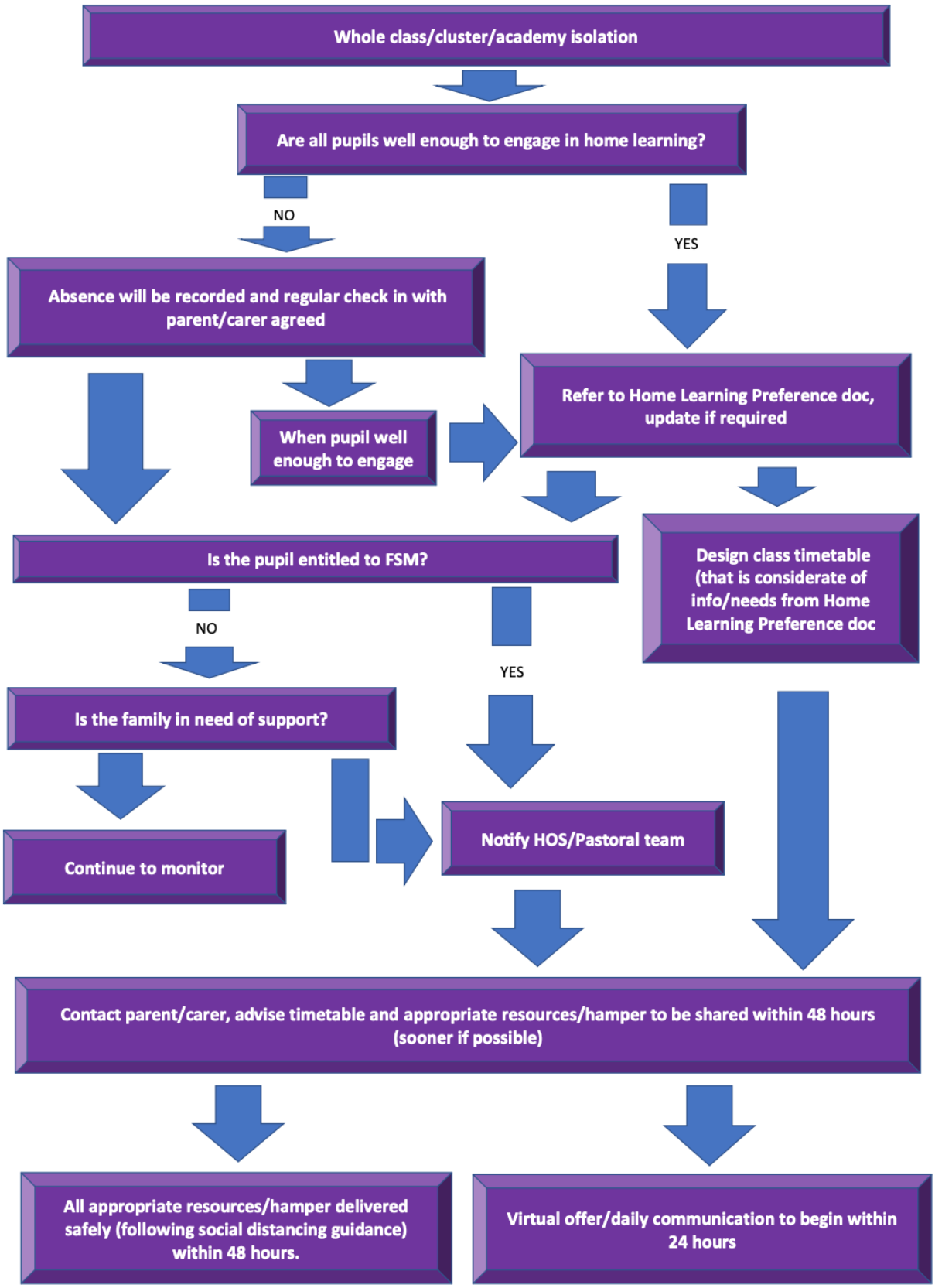
As we are unable to monitor a pupil/family's personal IT equipment and internet usage, it is important we do all we can to ensure our pupils are safe online. In order to support/guide the safe use of online learning, all pupils and parent/carers will receive the Springwell Learning Community Lincolnshire's Keeping Safe Online leaflet(s) (appendix 6). Please speak openly about e-safety on a regular basis to both parent/carers and the pupils.

Appendix 1


Scenario 1-3 Individual case(s) of pupil isolation
Individual pupil(s) in isolation
Are they well enough to engage in home learning?
NO
YES
Absence will be recorded and regular check in with parent/carer agreed
When pupil well enough to engage
Refer to Home Learning Preference doc, update if required
Is the pupil entitled to FSM?
Design pupil timetable (this can be done in advance)
NO
YES
Is the family in need of support?
Notify HOS/Pastoral team
Continue to monitor
Contact parent/carer, advise timetable and appropriate resources/hamper to be shared within 48 hours (sooner if possible)
NO
Does the child require access to a academy laptop?
YES
Please notify HOS/EVP and Admin – Primary ICT to configure device
All appropriate resources/hamper delivered safely (following social distancing guidance) within 48 hours.
Virtual offer/daily communication to begin within 24 hours

Appendix 2

Scenario 4 Whole class/cluster/academy isolation



Appendix 3

Individual Pupil Home Learning Timetable

Pupil name		Class		Isolation period (Date from – to)	

READING: How it will be shared with pupil

Book title	Hardcopy ☐	Email ☐	TEAMS ☐

TYPE OF LEARNING:

Virtual ☐	Work pack ☐	Combination ☐

TIMETABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM					
PM					

COMMUNICATION:

Telephone ☐	TEAMS (chat)/Email ☐	Virtual ☐

LEARNING LINKS

Website/APP		
Username/password (if unknown)		

Appendix 4

Class Home Learning Timetable

Class		Teacher		Week beginning	
READING:	**Book title**		**Have all pupils got access to the text?**		
		Yes ☐	No ☐	If no, what support is required?	
ACCESS TO LEARNING:	How many will be accessing virtual learning?		How many will be accessing work packs?	Is any additional support required?	

TIMETABLE

*In line with DfE guidance and in order to provide our pupils and families with ongoing support, those who have access to TEAMs will be able to join 2 virtual drop-in sessions with staff per day (minimum 15 mins per session). Please remember to always have 2 staff present for these and record attendance appropriately.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	9.30am Virtual session	9.30am Virtual session	9.30am Virtual session	9.30am Virtual session	9.30am Virtual session
PM	1pm Virtual session	1pm Virtual session	1pm Virtual session	1pm Virtual session	1pm Virtual session

Additional Information/Differentiation

Pupil name (s)	Barriers (e.g. no access to IT, difficulties with household supporting home learning)	Differentiation	Further support required

Appendix 5

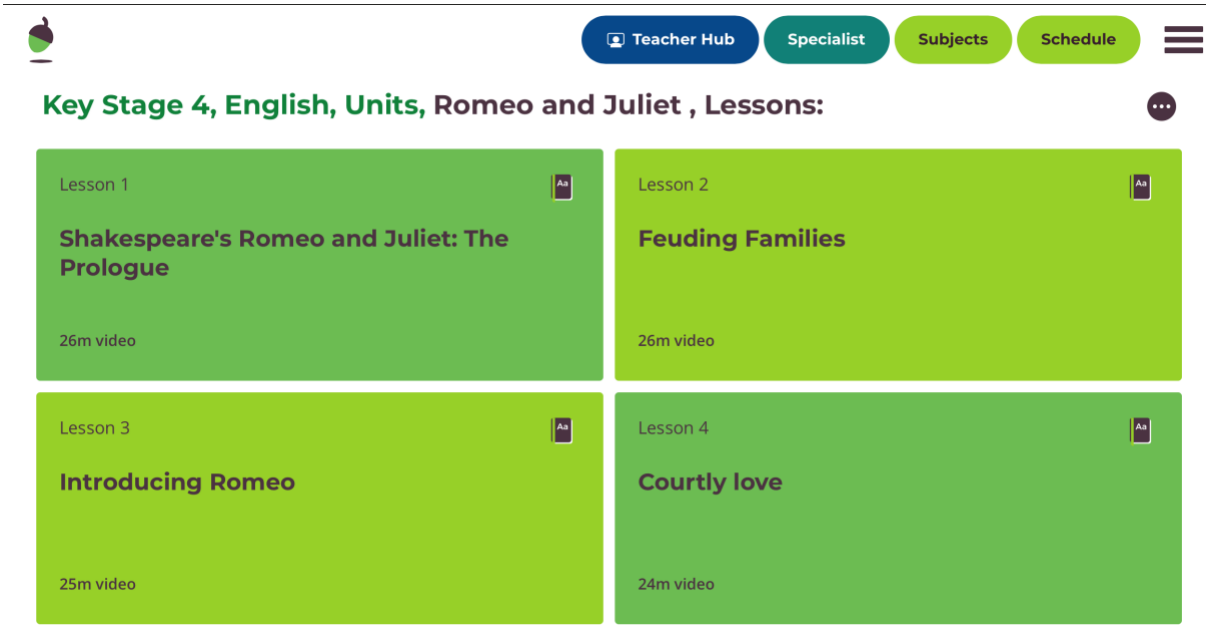
Oak National Academy Guidance

https://classroom.thenational.academy

Oak National Academy lessons and resources can be used to enhance the home learning provision for those with access to IT. It must be noted this should not replace continued learning provided by each academy.

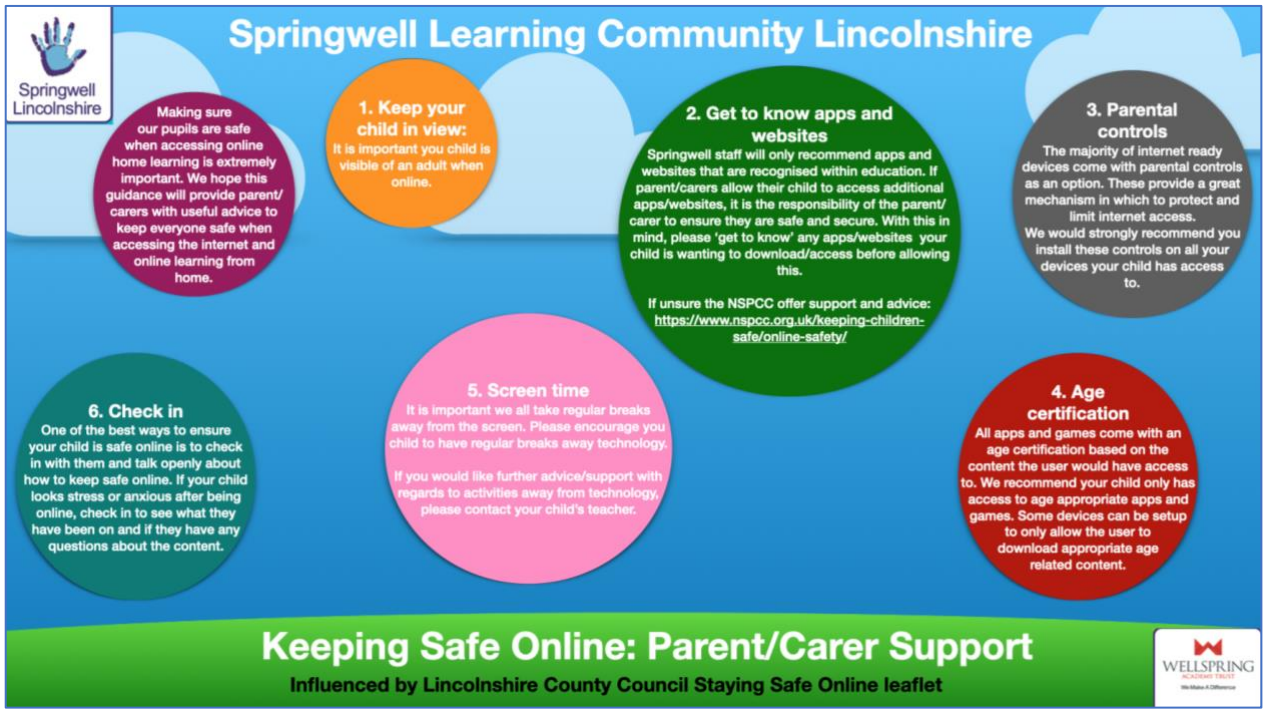
How Oak National Academy lessons/resources can be used example:

Unfortunately, a pupil in a KS4 class has to isolate and unable to physically attend the academy. The class teacher will provide continued learning opportunities, whether through TEAMs or a work pack (whichever works best for the pupil). The staff member, may also send links to Oak National Academy lessons/resources of previous learning covered in school, which would help strength a pupil's knowledge and understanding of a particular topic. E.g. Romeo and Juliet – the pupil has covered this topic previously in English but they would benefit from revisiting this.



As this is additional learning the pupil would not be expected to submit any evidence but it the staff member could discuss how they found the lessons and check in with their understanding during their daily communication.

Appendix 6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Making sure our pupils are safe when accessing online home learning is extremely important. We hope this guidance will provide parent/ carers with useful advice to keep everyone safe when accessing the internet and online learning from home.
1. Keep your child in view:
It is important you child is visible of an adult when online.
2. Get to know apps and websites
Springwell staff will only recommend apps and websites that are recognised within education. If parent/carers allow their child to access additional apps/websites, it is the responsibility of the parent/ carer to ensure they are safe and secure. With this in mind, please 'get to know' any apps/websites your child is wanting to download/access before allowing this.
If unsure the NSPCC offer support and advice: https://www.nspcc.org.uk/keeping-children-safe/online-safety/
3. Parental controls
The majority of internet ready devices come with parental controls as an option. These provide a great mechanism in which to protect and limit internet access.
We would strongly recommend you install these controls on all your devices your child has access to.
6. Check in
One of the best ways to ensure your child is safe online is to check in with them and talk openly about how to keep safe online. If your child looks stress or anxious after being online, check in to see what they have been on and if they have any questions about the content.
5. Screen time
It is important we all take regular breaks away from the screen. Please encourage you child to have regular breaks away technology.
If you would like further advice/support with regards to activities away from technology, please contact your child's teacher.
4. Age certification
All apps and games come with an age certification based on the content the user would have access to. We recommend your child only has access to age appropriate apps and games. Some devices can be setup to only allow the user to download appropriate age related content.
Keeping Safe Online: Parent/Carer Support
Influenced by Lincolnshire County Council Staying Safe Online leaflet
WELLSPRING

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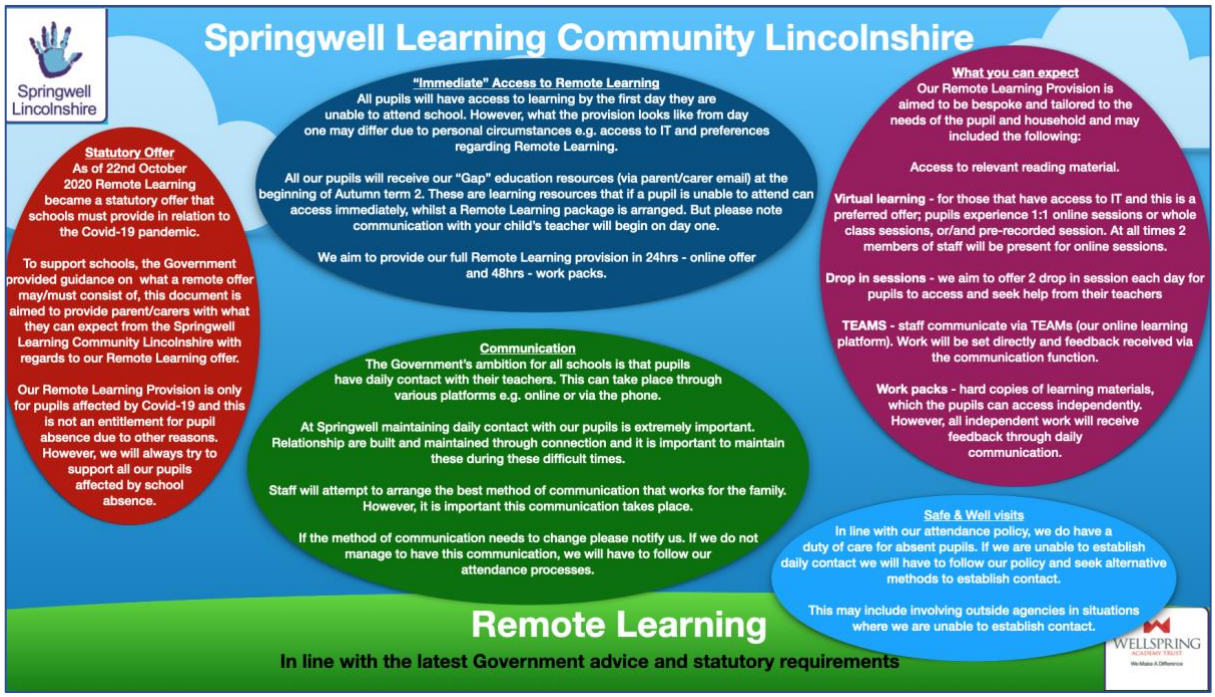
1. Digital footprint - Every time you go online you leave a 'digital footprint', which shows others where you have been and what you have been doing online. This remains forever, so please be careful where you go, post and say online.
2. Think before you post - communicating online can be great but please take a minute before you post any comments that could upset others.
3. Who are they?- It is important you know who you are interacting with. Be careful with what you share about yourself with others online.
4. Protect your identity - never give out your personal information, keep that locked away and safe whilst online.
5. Find a balance - It is important you find a balance between screen time and time away from technology. Make sure you don't miss out on the all the great things in the real world.
Keeping Safe Online: Pupil Advice
Influenced by Lincolnshire County Council Staying Safe Online leaflet
WELLSPRING

Appendix 7: Remote Learning Guidance for Parent/Carers



*Gap education resources – This will be a KS generic learning leaflet that will be sent to all parent/carers in autumn 2.