



## HTPD Contingency Plan

Created September 2020

### Rationale and aims:

At Holy Trinity Pewley Down School, we endeavour to enable all members of the school community to “Learn to Live”, whatever the circumstances and even at this particular time of the Covid19 pandemic. We do this by living out our school values in all aspects of our life together, ensuring that our curriculum and arrangements promote a “zest for learning and a love of life”. We prioritise the safety and well-being of our children and staff, “imagining the journey in another’s footsteps” and enabling all to “embrace the future with hope and confidence”. We carefully tailor our provision to support individual needs so that “everyone knows that they are treasured and loved as a unique child of God.” By careful preparation and planning, we are determined to find ways to “see heaven in the moment”, flexibly responding to each day’s circumstances to encourage every child to flourish and thrive.

We will take all steps possible to keep the school open, but will have robust contingency plans in place should the school have to close (eg due to a local outbreak of coronavirus or because of a national lockdown) or if a child or groups of children need to self-isolate.

### Objectives:

- To ensure that teaching and learning continues when children are not in school (unless they are too unwell to engage in the provision)
- To use a curriculum sequence that allows easy access to resources (e.g. teaching videos, Zoom interaction, reading books and e-books) and that is linked to our usual curriculum expectations
- To ensure that staff interact with children not in school, assess their progress and provide feedback
- To provide printed resources for pupils who cannot access online material
- To recognise that younger children and some pupils with SEND may not be able to access remote learning without adult support, and to therefore tailor the delivery of the curriculum for these children

### Roles and Responsibilities:

#### Staff will:

1. Plan a programme that is of equivalent length to the core teaching pupils would receive in school, aiming to include daily contact with teachers via Zoom or phonecall. In the initial period of absence, (especially for children awaiting test results), teachers will ensure children have a “Get Going Pack” to keep them busy for the first two days.
2. Set activities (at HT via Parentmail, email, the school website and Microsoft Office 365, at PD via Tapestry) so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments.
3. Provide paper based activities where a child does not have access to the internet.
4. Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what is intended to be taught and practised in each subject.
5. Provide frequent explanations of new content, delivered live by a teacher or teaching assistant in school or through curriculum resources and/or videos.
6. Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and check work daily.
7. Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure children’s understanding.
8. Avoid an over-reliance on long-term projects or internet research activities.
9. Aim to provide daily feedback to children.

10. Reward children in line with our Behaviour Policy.

**Parents will:**

1. Have an understanding of HTPD's contingency plan and support the school's actions to meet these aims.
2. Support their child in accessing the online resources or alternatively organise for paper copies to be collected from school.
3. Provide a suitable environment for home-learning and provide support and encouragement to assist their child to engage with the curriculum.
4. Support their child in ensuring their work is handed in for feedback via Microsoft Forms, Tapestry or email, or by returning the paper resources to school.
5. Encourage a positive attitude towards their child's education and the school. Share concerns with staff directly so that they can be addressed.
6. Read Parentmails, the newsletter and JTLYK pages on the school website to receive up to date information on amendments to school policies, meetings, curriculum and relevant dates.

**Children will:**

1. Check Parentmails, emails, Tapestry and the website each morning to view their allocated work.
2. Submit their work each day through Microsoft Forms, Tapestry or email, or by completing their paper pack for drop off to school.
3. Complete their work either straight into Microsoft Forms or Tapestry, or in exercise books/on paper but then take clear photographs of it and upload them to Microsoft Forms or Tapestry.

**Online Safety**

As we are relying on technology to keep the school connected, it is important that parents are aware of the apps and programs that their children are using. Our Newsletter and website provides parents with tips on how to keep their children safe online. Furthermore, children's computing lessons always include teaching of online safety and these lessons would continue for any children learning from home.

**Equal Opportunities**

The HTPD curriculum is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with their parents. This may include children who have special educational needs, and children with English as an additional language.

**Special Needs**

For pupils with additional needs, we comply with the requirements set out in the SEN D Code of Practice. The SENCO, Debbie Chadwick, and the child's class teacher will decide on the action needed to help the child to progress in the light of any observations and assessments they have made. This may include:

- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to LA support services for specialist provision