



# **Redbridge Primary School**

## **COVID-19 Contingency Plan Version 3**

**This policy will be reviewed whenever significant changes to the systems and arrangements take place.**

**Where any changes, amendments or additions are made, the revision number will change.  
Reviews that result in no changes at all will maintain the same revision number.**

## Introduction

It is the responsibility of Redbridge Primary School and the Leadership Team to:

- Have in place a plan for responding to a major emergency
- Keep it up to date
- Ensure that the relevant people are aware of its existence, contents and implications for themselves.

In responding to an incident the aim should always be to ensure:

- Rapid and appropriate action is taken
- Accurate information is provided
- Normal academy/provision routines are maintained as far as possible, giving continuity to students/interns
- Immediate, sensitive and non-intrusive support is offered.
- Records of incidents are kept and relevant risk assessments updated.

## Definition

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*'an event – or events- usually sudden, which involve experiencing significant personal distress, to a level which potentially overwhelms normal responses and procedures and which is likely to have emotional and organisational consequences'.*

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## Contingency Planning for serious disruptive events or emergencies

This document is designed to ensure that as far as possible, any emergency Redbridge Primary School may face, will be dealt with efficiently and speedily, thus limiting hazardous, dangerous and distressing circumstances.

An incident becomes a critical incident when it constitutes a serious disruption arising with little or no warning on a scale beyond the coping capacity of the school operating under normal conditions, and requiring the assistance of the Emergency Services and/or London Borough of Redbridge and others. This Contingency Plan works alongside and complements the Business Continuity Plan.

The COVID-19 (Coronavirus) pandemic required educational provisions to respond quickly to mitigate the impact of: the pandemic threat, isolation and lockdown which led to the need to swiftly implement procedures for the management of the risk of infection and ensure educational provision could continue. Subsequent government plans during this period continued to rapidly change which created the need for Redbridge Primary School to continue to review and adapt operations to ensure education for its students/interns and support for staff could be provided.

With an uncertain future, Redbridge Primary School have created this contingency plan to ensure that we have considered and planned for a variety of disruptive or emergency scenarios.

Examples of such incidents impacting on the school could include:

- *Pandemics (e.g. Coronavirus) with a local or national outbreak causing a full or partial closure*
- *Loss or significant shortage of staff as the result of any of the above disruptive events*

These incidents might occur:

- On the school during working hours
- On Redbridge Primary School premises as part of the after-hours activities
- Within the local community involving students, staff and parents

## **Our Practice**

### **Curriculum**

We will address sensitive issues such as death, bereavement and serious injury as appropriate within the general curriculum. Therefore students will not have to address these issues for the first time following a critical incident. These issues may be covered through studies in R.E., Geography, History, PSHCE and tutorial sessions. When a significant period of curriculum time has been lost and online learning has not been sufficient or appropriate, a recovery curriculum will be implemented to address any of the above needs and begin to addressing any key aspects of learning gaps which may have been identified.

### **Remote Education**

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, Redbridge Primary School will offer immediate remote education.

Teachers must be available between 9am and 3.15pm. If they're unable to work for any reason during this time, for example due to sickness, they should report this by contacting a member of the Leadership Team.

This meets the expectations set out in the DfE guidance 'Remote Education Support'  
<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

Teachers are responsible for:

- Planning with the other members of their Year Group team (teaching staff and support staff) home learning activities that are appropriate and suitable for their pupils on a weekly basis;
- Ensuring the Remote Learning is monitored by their Year Lead and the Lead from SLT
- Accepting the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this and will not necessarily need to be completed online;
- Keeping in contact with children through the Google Classroom, responding to messages and emails to the class.
- Replying to messages during the normal teaching hours 9am – 3.15pm;
- Attending virtual meetings with other members of staff as required;
- Allowing flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways;

- Engaging in other professional duties as much as circumstances allow e.g. Policy or Curriculum Development, caring at school for vulnerable children and children of key works as per rota, etc;
- Flagging any data protection breaches to the data protection officer ( Rabina Khanam)
- Reporting any safeguarding concerns to the DSL ( Louisa Panzu)

**If a child is self-isolating due to a suspected or confirmed case:**

- Each year group's planning and resources are uploaded onto the year group homework page on DB ( Google Classroom when it is up and running) weekly so the child can access the remote education immediately. The work online will mirror exactly what is happening in the classroom. The resources include:
  - **Lesson plans**
  - **PowerPoints**
  - **Lesson resources**
  - **Any worksheets/activities**

**If a whole bubble is self-isolating due to a confirmed case:**

If a whole Bubble needs to close. The learning for that Bubble moves online. This will be via DB (until the end of September) and then Google Classroom. The expectation is that all pupils will receive the same provision in terms of set work as they would in the classroom. The teachers will include a combination of pre-recorded, live sessions and work set. Teachers will also make good use of the resources on Oak National Academy to further support the children.

**When planning remote learning Redbridge Primary School expects all its teachers to:**

- plan a programme that is of equivalent length to the core teaching pupils would receive in the school and ideally including daily contact with teachers through Google Classroom
- set learning tasks in line with Year Group Expectations, so that they have meaningful and ambitious work each day in a number of different subjects.
- *teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.*
- *provide frequent, clear explanations of new content/skills, delivered either directly by a teacher or through high quality curriculum resources and/or videos.*
- *gauge how well students/interns are progressing through the curriculum, using questions and other suitable assessment tasks*
- check work and feedback on all children's learning daily.
- 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 students'/interns' understanding.
- Must be aware to not place significant demands on parents' for help or support.

**Safeguarding and Remote Education**

Statutory guidance on online safety can be found in Annex C of 'Keeping Children Safe in Education' and in each provision's Safeguarding Policy. These must be read and adhered to by all staff prior to engaging in the delivery of remote education. Parents/Carers should also be supported in understanding e-safety and how to effectively monitor their child's use of the internet and online activity. Appendix 1 provides further detail of resources which can be shared with parents/carers.

## Remote Learning Weekly Provision Overview

There are three strands to our Remote Learning Provision:

Reason for absence:	Remote Learning Provision
Isolating awaiting a test result	Family will be directed to the Oak National Academy
14 day isolation – individual children	2 week block of learning and resources available immediately via DB/Google Classroom
Closure of a bubble	Teacher sets work, live streamed videos, pre-recorded videos, daily feedback given via Google Classroom

Our remote learning provision in the event of a whole year group bubble closure will be comprised of a combination of **pre-recorded instructional videos**, **live online meetings** hosted by the teacher and **activities** set for children to complete independently which can be submitted to the class teacher for feedback. **Google classroom** will be the platform that the school uses with each class having its own 'classroom' set up. Class teachers will also have a dedicated **class email account** linked to their own personal LGFL school account which families in their class will have access to.

Teachers to plan 5 Maths, 5 English and two Topic sessions for each week

The Remote Learning provision MUST begin the day following a bubble closure. If the closure was to happen mid-week the Remote Learning would start on the next school day and will need to include:

- The learning that was already planned for that day
- The activities already planned.

The following timetable will begin with new learning on the Monday.

Each class teacher will be asked to follow the following timetable of provision for their class (key task for each day is shown in **bold**);

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Morning challenge</b> uploaded onto <b>Google classroom</b></p> <p>This could be your Daily Dash or a quick fun activity eg How many star jumps can you do?</p> <p><b>Pre-recorded video</b> uploaded onto <b>Google classroom</b></p> <ul style="list-style-type: none"> <li>• Each class teacher to upload pre-recorded instructional video setting the scene for the week ahead. This is to include the outline of learning journey for the</li> </ul>	<p><b>Morning challenge</b> uploaded onto <b>Google classroom</b></p> <p>This could be Daily Dash or quick handwriting activities</p> <p>Class teacher to ensure that they are contactable throughout the school day from 9am-3.30pm, responding to messages and work posted from the children on <b>Google classroom</b> and responding to any emails their <b>class email box</b> requesting support or clarification from families within their</p>	<p><b>Morning challenge</b> uploaded onto <b>Google classroom</b></p> <p><b>Class teacher to host small group live online meetings</b> with children to provide further guidance and any additional modelling that the children might need to support them with their learning for the week. (3x groups of 10 children for 20 minutes)</p> <p>The purpose of the live online meetings is for the teacher to support with the children's</p>	<p><b>Morning challenge</b> uploaded onto <b>Google classroom</b></p> <p>Class teacher to ensure that they are contactable throughout the school day from 9am-3.30pm, responding to messages and work posted from the children on <b>Google classroom</b> and responding to any emails their <b>class email box</b> requesting support or clarification from families within their class.</p>	<p><b>Morning challenge</b> uploaded onto <b>Google classroom</b></p> <p>Class teacher to host <b>social live online meeting</b> with the children to provide a summary of that week's learning and to provide an opportunity for the children to share any work they are particularly proud of (2x groups of 15 children for 30 minutes)</p> <p>Class teacher to ensure that they are contactable throughout the school</p>

<p>week.</p> <ul style="list-style-type: none"> <li>• <b>Maths Learning Video - modelling specific strategies that they would like the children to use. Teachers can use paper or whiteboards to do this.</b></li> <li>• <b>English Learning Video - model key skills for the learning that week.</b></li> </ul> <p><b>Lesson plans, PowerPoints and Lesson Resources for the week uploaded on Google classroom for the subjects of Maths, English and topic.</b></p>	<p><b>class.</b></p> <p><b>Children to work through Tuesday's activities on Google Classroom and submit for the teacher to feedback.</b></p>	<p><b>learning. It is not just a social meet ip.</b></p> <p>Class teacher to ensure that they are contactable throughout the school day from 9am-3.30pm, responding to messages and work posted from the children on <b>Google classroom</b> and responding to any emails their <b>class email box</b> requesting support or clarification from families within their class.</p> <p><b>Children to work through Wednesday's activities on Google Classroom and submit for the teacher to feedback.</b></p>	<p><b>Children to work through Thursday's activities on Google Classroom and submit for the teacher to feedback.</b></p>	<p>day from 9am-3.30pm, responding to messages and work posted from the children on <b>Google classroom</b> and responding to any emails their <b>class email box</b> requesting support or clarification from families within their class.</p> <p><b>Children to work through Friday's activities on Google Classroom and submit for the teacher to feedback.</b></p>
<p>Additional <b>pre-recorded instructional videos</b> will be uploaded each week for all children across the school to access in specialist subject areas eg. Languages, Sport, Music, Drama etc.</p>				

\*In the event that the class teacher is sick and is unable to complete the above activities, year group team leaders will ensure that the task are delegated out amongst colleagues in the year group team. In the event that all class teachers in the year group are sick and unable to complete the above, a member of the Leadership team will ensure that the above is completed.

## Children with SEND

Class teachers are expected to plan for all children with SEND in their class as they would in their normal planning as per the Teachers' Standards. If any child is not working at age appropriate curriculum level, individualised, well differentiated activities must be provided for them and shared with them individually through Google classroom. This could include but not restricted to activities based on their EHCP outcomes.

Feedback must take into account a child's needs, for example if they have difficulties reading, their feedback could be given through pictorial form.

If a child with SEND cannot access work through Google classroom due to their needs, such as concentration difficulties then a suitable back catered to their needs must be emailed to parents via the class email account.

Oak National Academy has specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy.

## Example Weekly Remote Learning Timetable

### Year 6

**Morning challenge** uploaded onto **Google classroom**

- Timetable Rockstars – 10 minutes
- Find 10 synonyms in a thesaurus which mean similar to the word 'quiet'

**Pre-recorded videos** uploaded onto **Google classroom**

- **Video 1** – setting the scene, greet the class and explain that this week we will be learning how to use a written method for subtraction, writing a diary entry, learning about the function of the heart and what it means to be a good friend. Explain to the children that there are 5 Maths activities, 5 English, 1 Science and 1 PSHE
- **Video 2** – Maths Video. Model how to use the written method for subtraction. First example contains no exchange. Second example – exchange from the tens to the hundreds column. Third example including decimals. Fourth example – missing digits.
- **Video 3** – English Video – features of Diary Writing. Shared Read of an example of a diary entry. Model how to underline the key features of diary entries.
- Upload Maths Lesson Plan and PowerPoint for the week **Lesson plans, PowerPoints and Lesson Resources** for the week uploaded on **Google classroom** for the subjects of Maths, English and topic.
- **Monday Maths Activity** – Column Subtraction for whole number, plenary – SATs question
- **Monday English Activity** – Read through example of a diary entry and highlight the key features. Children create a poster showing the key features of diary – including text, language, layout features
- **Monday Science** – Watch the video from BBC Bitesize about the function of the Heart. Children create a labelled diagram of the heart.

Additional **pre-recorded instructional videos** will be uploaded each week for all children across the school to access in specialist subject areas eg. Languages, Sport, Music, Drama etc.

**Day 2**

**Morning challenge** uploaded onto **Google classroom**

- Practice 7 and 8 times table.
- Use a dictionary to find 10 new words and write them in sentences
- **Tuesday Maths Activity** - Written Subtraction calculations including exchange. Plenary includes a SATs problem.
- **Tuesday English Activity** – Plan a diary entry based on The Heart and the Bottle. Provide children with a planning frame and an example planning frame completed.
- **Tuesday PSHE** – what makes a good friend? Children read the story provided. How did Gina demonstrate that she was a good friend? Children create a job advert for a friend. Children use the writing frame provided.

**Children to write down one thing they have done well and one thing they need more help with in preparation for the video chat tomorrow.**

Class teacher to ensure that they are contactable throughout the school day from 9am-3.30pm, responding to messages and work posted from the children on **Google classroom** and responding to any emails their **class email box** requesting support or clarification from families within their class.

**Children to work through Tuesday's activities on Google Classroom and submit for the teacher to feedback.**

## Day 3

**Morning challenge** uploaded onto **Google classroom**

Class teacher to host small group **live online meetings** with children to provide further guidance and any additional modelling that the children might need to support them with their learning for the week. (3x groups of 10 children for 20 minutes)

The purpose of the live online meetings is for the teacher to support with the children's learning. It is not just a social meet up.

Class teacher to ensure that they are contactable throughout the school day from 9am-3.30pm, responding to messages and work posted from the children on **Google classroom** and responding to any emails their **class email box** requesting support or clarification from families within their class.

**Live meetings** – children to share what they have found difficult. Teacher could model how to use column subtraction for decimals.

**Wednesday Maths Activity** – Children work through column subtraction involving decimals.

**Wednesday English Activity** – children begin to write their diary entry. Children use their plan and the features of diary entries to write their first draft.

**Children to work through Wednesday's activities on Google Classroom and submit for the teacher to feedback.**

## Day 4



**Morning challenge** uploaded onto **Google classroom**

Class teacher to ensure that they are contactable throughout the school day from 9am-3.30pm, responding to messages and work posted from the children on **Google classroom** and responding to any emails their **class email box** requesting support or clarification from families within their class.

**Children to work through Thursday's activities on Google Classroom and submit for the teacher to feedback.**

**Thursday Maths Activity** – children go through the live video from Monday and the Powerpoint. Children then practise solving written subtraction with missing digits.

**Thursday English Activity** – Children go through their diary entry from yesterday. Children go through the PowerPoint for English and edit and improve their diary entry.

## Day 5

**Morning challenge** uploaded onto **Google classroom**

Class teacher to host social **live online meeting** with the children to provide a summary of that week's learning and to provide an opportunity for the children to share any work they are particularly proud of (2x groups of 15 children for 30 minutes)  
**Children to share their diary entries and do a version of peer evaluation.**

Class teacher to ensure that they are contactable throughout the school day from 9am-3.30pm, responding to messages and work posted from the children on **Google classroom** and responding to any emails their **class email box** requesting support or clarification from families within their class.

**Children to work through Friday's activities on Google Classroom and submit for the teacher to feedback.**

**Friday's Maths Activity** – children work through the PowerPoint on how to solve subtraction word problems. Children use their knowledge of subtraction to solve a variety of single and multi-step word problems. Activity 2 – work through the White Rose Reasoning problems.

**Friday's English Activity** – Children re-draft their diary entry and publish in best. Children then write a contrasting diary entry showing the other character's point of view and experience.

### **In the event of a whole school closure/lockdown:**

#### **Actions:**

- The school office will formulate a key worker list and contact parents.
- Parents will respond to the school office regarding whether their children need a place at the Key Worker Provision.
- The SENDco will contact vulnerable children with EHCPs or those who have a social worker to ascertain whether they need a place.
- The Leadership Team will create a rota for staff to supervise the Key Worker Provision
- The school office will still be accessible via admin email. This email inbox will be checked three times a day by a member of the office team.
- The school will communicate with families via the Groupcall Xpressions APP
- Parents can contact the school in an emergency via [parentpostbox@redbridgeprimary.redbridge.sch.uk](mailto:parentpostbox@redbridgeprimary.redbridge.sch.uk)
- Each class's email account to be activated by the Business Manager
- The Leadership Team will liaise with the Year Leaders on a daily basis.
- Staff meetings will be moved online weekly.
- If school is closed for all pupils then the school will switch to Remote Learning on Google Classroom.

- If the school remains open for Key Workers and vulnerable children, the school will switch to a rota system. Staff will be rota-ed on to cover the Key Worker Provision.
- The Remote Learning will continue as normal for all children at home.

**If a child has to quarantine due to foreign travel:**

- Parents will be directed to Oak National Academy for work for the child to complete for the duration of the quarantine.

## Coronavirus: planning for tiered local restrictions

Here's what the 4 'tiers of restriction' will mean for our school and the actions we'll take for each one.

TIER	WHAT IT MEANS FOR OUR SCHOOL	ACTIONS WE'LL TAKE
1	All schools: We'll remain open for all pupils. Staff and visitors will be asked to wear face coverings when moving around communal areas in school where it's difficult to maintain social distancing, unless they're exempt from wearing one.	<p><b>Face coverings</b></p> <p>We'll share <a href="#">factsheets on face coverings</a> with parents and staff so that everyone knows what to expect.</p> <p>We'll put up <a href="#">this poster</a> in areas of the school, such as in classrooms, so that people know how to properly remove their face coverings.</p>
2	Early years settings, primary schools, AP, special schools and other specialist settings will remain open full-time for all pupils.	
3	Early years settings, primary schools, AP, special schools and other specialist settings will remain open full-time for all pupils.	
4	All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils	<p><b>Vulnerable pupils</b></p> <p>We'll strongly encourage vulnerable pupils to continue attending school. To do this, we'll:</p> <ul style="list-style-type: none"> <li>• Work with our local authority (LA)</li> </ul>

TIER	WHAT IT MEANS FOR OUR SCHOOL	ACTIONS WE'LL TAKE
	<p>should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils</p> <p><b>All other schools including Redbridge Primary</b></p> <ul style="list-style-type: none"> <li>• We'll <b>only</b> remain open for vulnerable pupils and the children of critical workers</li> <li>• We'll provide remote education for all other pupils</li> <li>• We'll maintain the same rules on face coverings on-site as in tier 1</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Free school meals</b></p> <p>We'll work with ISS to prepare meals or food parcels for all pupils eligible for free schools meals, whether they are at home or on-site.</p> <p>Staffing Requirements:</p> <p>In the event of a rota system we will have 1 staff member per</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

## Process in the event of a local or national outbreak

If nationally or locally e.g. a whole authority or ward or educational provision sees a spike in infection rates that is resulting in localised community spread of a disease such as Coronavirus, Redbridge Primary School will work closely with appropriate authorities to decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will work closely with the LA support our settings to follow the health advice. PHE health protection team or Redbridge Local Authority may advise a school or number of schools to close temporarily to help control transmission. This may involve remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other students/interns which will be provided through our Google Classroom.

## Closure due to staff absence

It is possible that for a period of time, Redbridge Primary School will be open but a higher than normal number of staff may be absent. If high staff absence does become the case, we will do everything we can to remain open, but on the grounds of health and safety we may have to take the decision to close. However, this would be a last resort.

If the Head and both Deputies are absent for a prolonged period of absence ( eg 2 weeks isolation) then the school will need to close pending approval from Chair of Governors and the LA.

If more than 50% of the teaching staff is absent, we will be unable to open the school on the grounds of Health and Safety.

### **Emergency Details**

**A NEW PARENT EMAIL ADDRESS HAS BEEN SET UP**

**[parentpostbox@redbridgeprimary.redbridge.sch.uk](mailto:parentpostbox@redbridgeprimary.redbridge.sch.uk)**

**This is for parents to contact the school immediately in the case of a positive case.**

**If a member of staff tests positive they are to contact a member of the SLT immediately.**

