

Continuity of Learning Plan – Covid 19 Outbreaks

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

Tier 1	Continuity of Learning
Individual (siblings) not able to attend school due to Covid restrictions (e.g. isolating after travel/confirmed Covid case/awaiting test result)	The school will use Oak Academy Resources for the child to continue with their education. Communication with the child’s parent and carer (via email or phone call) will outline the learning journey. The planned work from class will be made available. Pupils will have power maths pages sent to them via email. SEND children will be guided to appropriate resources in line with their appropriate stage. Teacher or TA to make phone call twice a week. Feedback through emailed screen shots or work to teacher. Verbal through phone call.
Tier 2	Continuity of Learning
A bubble or wider cohort is unable to attend school due to Covid restrictions.	Children be educated using Microsoft Teams and daily SWAYs. This will be a blended learning approach which includes live learning and directed study. This will all be sign-posted via Microsoft Teams. Chromebook strategy will be in place for upper KS2 (4,5,6) this will enable live teaching lessons and linked up working. Equipment and learning packs will be shared remotely and where needed by booklets.
Tier 3	Continuity of Learning
Whole school/Key stage are unable to attend school due to Covid restrictions.	Children be educated using Microsoft Teams and Daily SWAY learning. This will be a blended learning approach which includes live learning and self-study. This will all be sign-posted via Microsoft Teams. Where possible live lessons will be set up for core subjects and family time (class) for emotional support (PSHE). Feedback can happen through live lesson and forms where needed.

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Tier 1:

- We will aim for the child to continue to access the same curriculum learning as their peers. The teacher will ensure the English genre and Maths curriculum from Oak Academy aligns with the English genre and Maths curriculum in school. If the wider curriculum topic covered by the school is the same as those taught by the Oak Academy – children will be directed to this. If the wider curriculum provision does not align, the class teacher will provide alternative learning so the child not able to attend school is learning the same disciplinary knowledge as those in school (primarily through reading).
- The class teacher or support staff will communicate with the child/carers at least twice during the week to offer feedback and discuss learning/challenges.
- All teachers to use teacher email.

Tier 2 and Tier 3:

- A mixture of whole class and grouped lessons will happen (mixed ability).
- A full timetable will be sent out providing an overview of the learning each week.
- EYFS children will also use Tapestry to respond to learning.

Principles of delivery:

- Consistent weekly timetable
- Learning sequenced as per curriculum model
- High quality explanations embedded in SWAY as videos
- Use of forms for on-going assessment for learning
- Bespoke SWAYS for SEND pupils

Resources:

- The school will provide stationery packs to children who require them (incl. subject specific resources)
- Additional library books
- Additional phonics reading books if appropriate

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Example timetable(s) for Tier 1 or 2:

Continuity of Learning – KS1	
Daily deliberate practice	Phonics recall www.ruthmiskin.com youtube Number bonds
Lesson 1 9:30-10	TEAMS live lesson Maths Direct instruction
Lesson 2 10-10:30	Independent Maths Practice
Lesson 3 11-12	RWInc Literacy and Language
Lesson 4 12-12:15	Class Novel
Lesson 5 1-2	Science History Geography Music Enrichment PSHE
2:15	Tutor time

Continuity of Learning – KS2	
Daily deliberate practice	Times table Rockstars Spelling framework
Lesson 1 9:30-10.15	Whole Class Reading – deliberate practice
Lesson 2 10.30-11.00	Writing Unit - modelling by the teacher and small steps
Lesson 3 11.15-12.00	Science History Geography Music Enrichment PSHE - independent study

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Lesson 4 1.15-1.30	Class Novel
Lesson 5 1.30-2.15	TEAMS – Maths direct instruction
2-2:30	Maths Independent practice
2:30	Tutor time – Emotional Wellbeing – Silver, Golds. Values

Continuity of Learning – EYFS	
Daily deliberate practice	<p>Phonics</p> <p>Phonics recall www.ruthmiskin.com youtube (Reception)</p> <p>Oxford Owl- listening to stories, following the words and looking at the pictures (nursery)</p> <p>Listening and singing to nursery rhymes/familiar songs</p>
Lesson 1 9:30-10	<p>Reading</p> <p>Watching the 'Reading Machine' on YouTube and having a go at blending</p> <p>Pictures books- looking at the pictures and describing the characters, setting storyline (Nursery and 2by2)</p>
Lesson 2 10-10:30	<p>Writing Unit</p> <p>Asking the children to hear and form the first sound of a word e.g. sat, tip, pin, tap. Then encouraging the child to hear the middle and end sound (Reception)</p> <p>Encouraging the children to write their name (Reception and nursery)</p> <p>Encourage the children to mark make with a pen, pencil, chalk, etc (2by2)</p>
Lesson 3 11-12	<p>Maths</p> <p>Counting to 10. Forwards and backwards. Counting objects 1:1. Subitising. Looking at one more. (Reception)</p> <p>Reciting some number names in the right order. Begin to represent numbers with fingers. Sometimes matching numeral to quantity (Nursery)</p> <p>To enjoy number songs e.g. 5 current buns, 10 in a bed (2by2)</p>
12-2pm	Lunch and rest

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2pm	Gross motor skills for all year groups! E.g. running, climbing, throwing, catching, crawling, jumping, skipping, hopping, etc
2-2:30	PHSE: Talking about feelings, emotions, relationships, making the right choices, rules, boundaries.
2:40	Story and songs.