

**Coronavirus (COVID-19): Operational Procedures January 2021 (Lockdown 3.0)**

*School open to vulnerable and key workers' children only  
Other children accessing learning remotely*

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### During this period of lockdown, what is the expectation for children in terms of their learning?

Following the gaps in curriculum coverage that developed during Lockdown 1.0 in Spring/Summer 2020 (when there was no expectation to deliver new learning and children mainly did revision and retrieval activities), the Government has made it clear to schools that in the event of any further lockdowns, we are to continue to deliver a full, broad and balanced curriculum. It is also clear that participation in this is not optional i.e. parents have a statutory duty to ensure that children engage in remote learning (and schools have a duty to check that this is happening). The rationale behind this is that we all should aim to minimise the disruption to learning as much as possible by ensuring that children engage in quality 'lessons', whether in school or at home.

We will be delivering a full curriculum, including both core subjects (e.g. maths and English) and foundation subjects, such as geography and history. Our provision also needs to include opportunities to access some more 'specialised' learning, such as Spanish, P.E., and music (and we will use appropriate external resources and support, such as Dudley Performing Arts or online video tutorials, to help with the delivery of this).

Whether in school or at home (or a combination of both), children will be given an identical curriculum and the same activities. In this way, we can ensure there is consistency of approach, and in line with our value of fairness and equality, that no child is disadvantaged because of the need to stay at home.

Children are expected to do lessons that reflect a normal school day, and therefore the required learning will take a few hours (3-4 hours in KS1 and 4-5 hours in KS2). Whether in school, or at home, children should be allowed to take regular 'brain breaks' and move away from their computer screen.

### What are the arrangements for children attending school?

Due to the number of children attending school because their parents are key workers or because we have identified them as vulnerable, we have set up three bubbles. Each bubble will access the learning provided by their teachers but in school instead of at home. Provision in school will be TA-supported, so that TAs are working in school with the children, while the teachers are either at home or in school planning, preparing and presenting remote learning; responding to emails from parents/children; and providing feedback on learning.

The supporting adults in the bubble will familiarise themselves with the intended learning for the day/week ahead so that they can effectively facilitate successful completion of the learning activities. The amount and type of support children require will differ according their age and ability. Supporting adults will regularly feedback to teachers on how things are going within their bubble.

Bubbles will be kept apart at all times whilst children are in school, and social distancing will be applied as far as is practical. To ensure safety and reduce the risk of transmission, bubbles will be kept to a maximum of 15 unless child protection concerns would dictate otherwise.

The school day will begin for all children at 8.45am and end at 3.15pm. Lunch will be 12-1pm for all, with arrangements in place to keep bubbles separate. All children will be required to bring in a packed lunch from home. Packed lunches will be eaten in the hall.

- *Bubble 1: Reception and Year 1*

This bubble will be accommodated in the Reception Classroom. They will be supported by Mrs Homer/Mr Perks, Mrs Raithby and Miss Norton. Mrs Raithby will generally support the Y1 children with the learning that Miss Kirton has provided (although Mrs Homer or Mr Perks will take them for their daily phonics lesson) and the Reception staff will work with their children. All of the children will have access to child-initiated learning opportunities through enhancements to the environment, inside and outdoors. Miss Kirton will be in school on timetabled days to work with the children in class and be on hand to speak to parents on the phone.

The children will arrive and depart through the normal Reception doors, accessed via the Key Stage 1 playground.

Lunchtime supervisors: Mrs Elgerton, Mrs Cox.

- *Bubble 2: Year 2 and Year 3*

This bubble will be accommodated in the Year 2 Classroom. They will be supported in school by Mrs Molloy, Mrs Bicker and Mrs Tilley, and Mrs Bennett and Mr Barnbrook will plan and deliver that learning remotely. Mrs Bennett and Mr Barnbrook will be in school on timetabled days to work with the children in class and be on hand to speak to parents on the phone.

The children should enter and exit through Year 2's normal entrance.

Lunchtime supervisors: Mrs Perks, Mrs Billings.

- *Bubble 3: Year 4, Year 5 and Year 6*

This bubble will be accommodated in the Year 5 Classroom. They will be supported by Mrs Baker and Miss Beardsmore, and Miss Kaur, Mrs Rees/Mrs Whyatt will plan and deliver that learning remotely. Miss Kaur, Mrs Rees/Mrs Whyatt will be in school on timetabled days to work with the children in class and be on hand to speak to parents on the phone.

The children should enter and exit through Year 5's normal entrance.

Lunchtime supervisors: Mrs Watson, Miss Mills, Mrs Preston.

In accordance with the premise by which the decision to impose national lockdown and partial school closure was made, we will support our families to keep their children at home if at all possible (support with technology may need to be provided to facilitate this). Parents' requests for a place in school need to be made by emailing [info@thorns-p.dudley.sch.uk](mailto:info@thorns-p.dudley.sch.uk), and additional supporting documentation from critical workers will be required (detailing the nature of the work, the days and hours worked etc.). Regular contact will be maintained with families to ensure places are still required and that circumstances have not changed. Where a place is being requested on the basis of the child being 'vulnerable', criteria will be used by school to ascertain the nature and level of vulnerability, and a risk assessment carried out. From this, a decision about what is most appropriate will be made. There is no automatic entitlement for children to attend if appropriate care and support can be provided in other ways. Where safeguarding concerns exist, children will be offered a full-time place in school and these children take priority over all others.

#### **What are the arrangements for children accessing remote learning?**

For the majority of our pupils, learning will be accessed remotely. Mrs Rees, working closely with subject leaders, has made some amendments to the long-term curriculum overviews to take account learning that is more easily accessible remotely (e.g. less practical work required or fewer

specialised resources and equipment, such as artefacts, DT/art resources). Our curriculum is still bespoke, and therefore is not always compatible with some online providers such as Oak Academy or BBC Bitesize (although sometimes links to these will be made if applicable).

We have produced '[Home Learning: A Guide for Parents](#)', which provides clear rationale and expectations for home learning, and gives instructions for accessing and returning work.

The children are provided with approximately 3-4 hours of learning to do each day from Year 1 upwards. Reception's home learning is a little different in that the expectation is that some of their learning takes place by doing 'day to day' or play-based activities at home, as well as the more formal learning e.g. phonics. For each class, the teacher will produce a daily PowerPoint and put it on their class page on the school website. To access this, parents or children need to log-in. The PowerPoint will be structured like a school day, starting with the 'Early Morning Work' that would be on the board when the children arrive in school and progressing through the lessons of the day (with marked break times along the way). The PowerPoints may contain hyperlinks to further PowerPoints/presentations e.g. White Rose Maths Hub or Oak Academy, or be supported by a voice over by the teacher produced on Vimeo (password protected for secure access). In this way, we aim to make remote learning as interesting and interactive as possible, and hope to make the lessons feel a bit more like they might in school (e.g. their teacher reading them a passage of text). We decided against 'live lessons' (sometimes called synchronous education) because we know that this could cause problems for some families e.g. those who have more than one child, or where parents' home working hours mean children have to do their learning at different times. Ofsted recognise that whilst there are some advantages to live there are also some "specific difficulties":

*Some think that a live lesson is the 'gold standard' of remote education. This isn't necessarily the case. Live lessons have a lot of advantages. They can make curriculum alignment easier, and can keep pupils' attention, not least as the teacher has more control over the learning environment. But live lessons are not always more effective than asynchronous approaches.*

*There are some specific difficulties in doing live lessons. It can be hard to build in interaction and flexibility... giving feedback can actually be less effective... Using recorded lessons produced externally can allow you to easily draw on high-quality lessons taught by expert subject teachers...*

*Because evidence suggests that concentration online is shorter than the length of a typical lesson, filming a classroom lesson may be ineffective.*

The PowerPoints can be worked through at a child's own pace; paused, skipped back and accessed more than once if required. The activities are designed not to require any printing. Each child has been provided with a lined and a squared exercise book to work in, a selection of CGP study/workbooks for their year group (e.g. Phonics, Maths, Handwriting (Rec), English, Mental Maths, Reading Comprehension and Grammar, Punctuation & Spelling (KS1 and KS2)) and basic stationery. This can be replenished upon request by contacting the School Office.

Each class will hold a dedicated 'Reading Book Swap' session for a parent to attend. The class teacher will be present for this. Observing socially distanced queuing, parents will come to the hall doors to return their child's current books (to be quarantined for 72 hours) and take two more (these will be ready and labelled by the class teacher/TA to ensure the child receives the correct books. NB free readers can have a choice, or they may decide to read their own books instead and not collect from school).

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week Commencing:</b> <b>11.1.2021</b>	Year 1 1.30 – 2.30pm	Year 4 1.30 – 2.30pm	Reception 1.30 – 2.30pm	No Book Change today.	Year 5 1.30 – 2.30pm
<b>Week Commencing:</b> <b>18.1.2021</b>	Year 2 1.30 – 2.30pm	Year 3 1.30 – 2.30pm	Year 6 1.30 – 2.30pm	No Book Change today.	No Book Change today.
<b>Week Commencing:</b> <b>25.1.2021</b>	Year 1 1.30 – 2.30pm	Year 4 1.30 – 2.30pm	Reception 1.30 – 2.30pm	No Book Change today.	Year 5 1.30 – 2.30pm
<b>Week Commencing:</b> <b>1.2.2021</b>	Year 2 1.30 – 2.30pm	Year 3 1.30 – 2.30pm	Year 6 1.30 – 2.30pm	No Book Change today.	No Book Change today.
<b>Week Commencing:</b> <b>8.2.2021</b>	Year 1 1.30 – 2.30pm	Year 4 1.30 – 2.30pm	Reception 1.30 – 2.30pm	No Book Change today.	Year 5 1.30 – 2.30pm

### How are we supporting families with the delivery of remote learning?

As a school we acknowledge that parents may find it a challenge to ensure that their children access the curriculum remotely and do the work that is set. We are committed to making it as accessible as possible, and will endeavour to support families with this.

- Parents are encouraged to email their child's class teacher with any questions or concerns they might have. Teachers will reply to these emails at the earliest opportunity. Teachers will communicate to parents the days that they will be available in school to talk though any more complicated issues or offer specific curriculum support.
- Resources are provided to ensure that every child can record their learning appropriately (see above).
- Parents are invited into school fortnightly to swap their child's reading book.
- Our Family Support Worker is in school every day to take calls and offer support. She will also monitor and follow-up on attendance.
- Families for whom availability of technology is a barrier to successful home learning, may be eligible to access support with this.
- Teachers are carefully tracking the children who 'check in' each day and recording the work they return. They will contact families regularly to discuss any issues around this or things they have identified (e.g. a child does their English but not their maths) and see how these can be addressed.
- School will still reward positive behaviours, both for those in school and those learning remotely, e.g. weekly Choc Stars, postcards, Head Teacher's Awards. In this way, children are encouraged and motivated to learn.

### What provision is being made for children who are entitled to free school meals (FSM)?

Children who are entitled to a benefits-related free school meal will still be provided for throughout lockdown, whether they are in school or not. The school will work closely with the Local Authority and Dudley Catering to ensure that this is appropriately managed within the most up-to-date government guidelines. As it currently stands, all children entitled to a free meal, will receive a provision bag to provide them with the equivalent of 10 lunches (bags are issued fortnightly). From 1<sup>st</sup> February, families will be being issued with supermarket vouchers. Children who are entitled to a free school meal and are attending school will need to bring a packed lunch with them.

### How are we identifying critical workers?

Critical workers are identified according to the criteria set by the government. Children should stay at home if at all possible, but for such workers who cannot keep their children at home, school places will be offered. Unlike during Lockdown 1.0, the provision is education, not childcare, and as such only full days will be available. However, children are only to attend school on the days their parent is working. Many of our children are attending part-time. We are keeping our bubbles as small as possible to reduce the risk of Covid-19 transmission and the number affected in the event of a positive case in school.

#### How are we supporting children identified as 'vulnerable'?

The category 'vulnerable' covers a range of circumstances and the school will identify such children and families. 'Vulnerable' includes, but is not limited to: children who have a special educational need or disability; families with a social worker; families where there are complex medical needs within the household; children living in difficult circumstances. The presence of one of these factors does not automatically mean a child will attend school. Through liaison with parents and our Family Support Worker, a bespoke package of the most appropriate support will be offered (for example, if the vulnerability is SEND, the school SENCo may provide some additional work or make amendments to the work provided linked to the child's individual targets. Depending on the nature of the need, specific home resources may be provided).

#### How will children receive feedback about their learning and be assessed at this time?

All children, whether in school or accessing learning remotely, will have their work checked, and be given feedback, by the class teacher at least once per week (more often if required). Children/parents have been asked to email completed work to the class email each day for the teacher to look at. Teachers will respond via email or may call home if that is more appropriate (for example if a child is struggling and needs additional help). Children have been allocated a coloured banding (so that children and parents know which activities to do if there are differentiated tasks). Sometimes the feedback may include accessing alternative work. Teachers are keeping records of daily attendance (through monitoring log-ins and daily attendance emails) and of the work returned, along with notes about how the children are doing. This information will be used to inform the data they input into our tracking system, Insight. This will help us maintain an overview of children's attainment and progress, and allow us to monitor any gaps going forward.

Children whose effort is noted as exemplary, may find that they receive a reward of some type. It is essential that children realise how important their home learning is and that we are taking it seriously, as must they.

#### How will School continue to endeavour to keep all children safe at this time?

- A **Covid-19 Risk Assessment** is in place to ensure that school is Covid Secure. **Fire and Lockdown Procedures** also remain in place, with Covid appendices. A fire evacuation practice will take place mid-January 2020.
- See **Safeguarding Procedures During Lockdown January 2021 appendix to Child Protection Policy**
- All four DSLs are contactable during the school day, and one is on the rota to be in school.
- The DSLs meet fortnightly for an update. The Family Support Worker ensures that any developments for a child/family are shared with all DSLs, and risk assessments amended accordingly.
- A **Welfare and Safeguarding Risk Assessment** is in place for all children who are 'vulnerable' in some way. This RA is regularly reviewed.
- All staff are expected to record and report any concerns following normal procedures (CPOMS).
- Where applicable, teachers will monitor their emails from children for anything that may require follow-up (e.g. reporting difficulties in doing their work, health issues, concerns relating to general well-being, mental health etc.)

- The usual practices around online safety will be in place at this time. Pre-recorded audio content will be filmed in a quiet, calm space. Teachers will not be required to produce any videos of themselves.
- To support well-being and promote a sense of school community online whole-school assemblies recorded using Vimeo will take place regularly.
- Attendance will be monitored by the Family Support Worker and class teachers, with contact being made with families (as per normal procedures) if any concerns arise. This applies to children attending school and those accessing their learning remotely.
- Staff are taking twice-weekly lateral flow tests to check that they are not asymptomatic carriers, with clear reporting and follow-up procedures in place (in accordance with the guidance).