



Coombe Bissett Primary

January Lockdown Plan

5.1.21



FOR THOSE CRITICAL WORKERS / VULNERABLE LEARNERS IN SCHOOL

- Maintaining the actions to avoid the spread of Covid-19 (see the relevant section at the end of this document).
- At drop-off and collection please remember to maintain social distancing from each other and from staff. Do not try to enter the school or to cross over the 2m dividers outside of classes. Not only is this a safeguarding concern it is also to protect staff. If this cannot be maintained, we may have to follow the approach taken by many schools who have insisted that drop-off and collection is at the school gate.
- If you do need to speak to the office face to face it will be 'through' the front door maintaining 2m social distance. The best way to speak to the office is via email or the telephone.
- If you need to drop anything at the school a deposit box will be outside the front office.
- Maintaining the approach to self-isolation and testing if there are symptoms or positive test as per previous guidance.
- Parents and carers must not send their children to school with any symptoms of illness, however mild, including fever, diarrhoea, nausea, sore throat, cough, loss of smell/taste, rashes etc. The school reserves the right to refuse entry to any student where there are legitimate concerns regarding the health of a student. It will be the parent's responsibility to collect the child within a 30-minute period where the child becomes unwell or appears unwell.
- Early Club is at 8.10am. Please make sure you have signed up and paid if you wish to use this service.
- Late Club is until 3.45pm. Please make sure you have signed up and paid if you wish to use this service.
- School times return to 8.50am start and 3.15pm finish. The lower numbers of pupils on the school site negates the need to have staggered start and finish times.
- Parents to use the Village Hall car park – but late arrivals to come via the Office entrance not across the field (this is as normal).
- Pupils to enter / be collected as follows:
 - Oak = the class gate
 - Elm = the classroom door
 - Fir and Ash = the playground entrance to the hall. The lower number of children negates the need to use the side entrance for Fir.
- There are no after school clubs.
- Children should come to school in their PE kit on PE days.

SCHOOL DINNERS

- Those eligible for FSM can collect this from the school office each day at 12.15pm.
- All KS1 pupils eligible to attend school at this time are entitled to UIFSM – so these children in school can have the provided school dinner.

- All KS2 pupils eligible to attend school at this time can purchase a school dinner.
- All children eligible to attend school at this time can of course bring in their own packed lunch if they prefer.
- At present our school dinner provider will only be supplying a packed lunch.

COMMUNICATING WITH THE OFFICE / COLLECTING RESOURCES

- If you do need to speak to the office face to face it will be ‘through’ the front door maintaining 2m social distance. The best way to speak to the office is via email or the telephone.
- If you need to drop anything at the school a deposit box will be outside the front office.
- When returning/collecting resources please maintain 2m social distancing.

HOMEWORK FOR ALL LEARNERS (IN SCHOOL AND AT HOME)

YR have their own set of homework resources issued each week.

Y1 to Y6 have the following:

- CGP Comprehension – a weekly task indicated by the teacher
- CGP Maths Workout – a weekly task indicated by the teacher
- Daily Reading of their reading book – please record this in the Reading Record book to earn Reading Olympiad points and to help us, over time, build a picture of how your child engages with reading.
- An additional resource will be issued this Friday – Maths Fluency. This is a blue booklet that contains a sheet for every week, with the answers at the back of the booklet. Each sheet has 4x daily maths fluency – please do only 1 column each day, completing all 4 over the course of the week. The daily columns is aimed to take 1 minute by the end of Y2/Y4/Y6, so it will take a few minutes each column for Y1/Y3/Y5. Your child should enjoy speeding up over the course of the week – they do enjoy this in class. The teacher will inform you which sheet to do each week. Please do not do more sheets within a week – if your child wants to do more they can access the online resources in the ‘online resources’ section later in this document.

HOMELEARNERS

Please ensure you have signed up to Google Classroom (Elm, Fir, Ash) as it is how you will access the homelearning. Instructions were sent out in October and passwords were sent to each class.

KS1 suggested timetable

Time	Lesson	Details
9-9.30	Reading Spine	
9.30	Maths	
10.30-10.45	Play	
10.50-11.20	Phonics – song of sounds	
11.15	English	
12.00-1.00	lunch	
Afternoons	Homelearning Planner	Follow the homelearning planner
	1:1 Face-to-face	Follow the timetable set up for this

KS2 suggested timetable

Time	Lesson	
9-9.30	Reading Spine	
9.30	English	
10.25-10.40	SPAG	
10.45-11.00	Play	
11.10	Maths	
12.00-1.00	Lunch	
Afternoons	Homelearning Planner	Follow the homelearning planner
	1:1 Face-to-face	Follow the timetable set up for this

However, we know that working parents / parents of multiple children will need to adapt these suggested timetables to meet their situation. As such, with the BBC announcing 3hrs of TV Programmes on the curriculum for Primary aged children from 9am-12noon, parents may decide to use that in the morning and have the afternoons focusing on following the school programme. This would, of course, be a huge amount of learning for the children – so if you are considering this please reflect on how manageable this would be, for you and your child, and the ‘balance’ of subjects they would be accessing.

DfE Expectations for homelearning

The DfE expects Primary schools to provide 3hrs of learning a day. We provide more than this. However, we do not expect you to achieve this as we know this is very challenging if you have work as well.

We would strongly encourage you to prioritise the daily Reading Spine (30mins) Phonics or SPAG (20mins), Maths (30mins to 1hr), English (30mins to 1hr) as well as daily reading with your child and the weekly homework. Anything more is a bonus. Our approach to using video and written instruction enables parents to be flexible when they enable their children to access this homelearning, making it easier for parents of Primary age children to manage homelearning and to balance their own work demands.

The DfE suggests schools should provide one form of feedback each week, and one form of ‘face-to-face’ each week. There is absolutely no required format for this. Our provision (see the sections below) is targeted to meeting the personalised learning of each individual child.

The DfE requires schools to follow up on those children who are not engaged with homelearning. Teachers, and even leadership, may contact you to discuss your child’s engagement with homelearning if there are concerns, and schools are required to inform the Local Authority if there are significant concerns, which would be considered as a potential safeguarding issue. We do hope to avoid the need to hold these conversations.

We will be collecting the CGP Booklets and Learning Logs (exercise books) when lockdown is released. Teachers will use these to plan for teaching after lockdown and to assess the needs of the children. Please ensure your child engages with the homelearning activities assigned so that teachers can best support your child upon return.

We would encourage you to engage your child with regular exercise – PE ideas will be sent out but Joe Wicks will be delivering 3x weekly sessions – and this would be an excellent amount of PE.

We would encourage you to engage your child with the PSHE and the collective worship sessions. These will be sent out via homelearning.

There will be Topic learning provided on the homelearning planner, and Topic Fact Files will be issued. These topics are a ‘cultural knowledge’ that is built on in Secondary schools, so we would encourage you to engage your child in some aspect of this.

Teacher feedback to children

- For a selected piece of English and Maths each week (the teacher will indicate which on the homelearning planner) parents must upload their child’s finished work for the teacher to check and provide feedback (teachers will inform parents how to do this).
- Teachers will indicate which piece they would like uploaded as not all pieces of homelearning will be required.
- Teachers will use these to check your child’s engagement with homelearning, to help identify the child’s misconceptions, and to plan for the next steps.
- This feedback will be written and sent via email / google classroom / or tapestry depending on how the individual teacher has set up the work to be upload.
- We hope to explore Google MOTE as a way to provide a recorded verbal feedback to your child in Google Classroom for Elm, Fir, Ash.

Face-to-Face

- Each week we aim to hold 2x 10minute face-to-face sessions between Teacher / LSA and pupil.
- 1x session will be with the teacher to work with the child on something they are struggling with in Maths or English. 1x session will be with the LSA hearing the child read.
- Teachers will issue a timetable of these sessions. It is virtually impossible for staff to be able to change times / re-allocate times within their working day when they have in-school learners as well as up to 20 homelearners to schedule.
- It is the parent’s responsibility to ensure:
 - Their child attends these sessions on time.
 - Their child is prepared for the session: they have their reading book available to read with the LSA; they have their wipeboard and wipeboard pen available; they have their piece of work (or method / concept) they are struggling with available to show the teacher.
 - Their child is in a suitable space for this meeting: quiet with no distractions, but a space where there are adults around.
 - Parents have thought about the ‘background’ – you wouldn’t want anything embarrassing on show behind your child.
 - The children are suitably clothed – pyjamas are not suitable.
 - The video and microphone are not muted.

Additional resources for homelearners to be introduced this Friday 8.1.21

The resources will be in named packs for your collection from school on the school playground on Friday 8.1.21 at the following times:

- Oak 1-1.30pm
- Elm 1.30-2.00pm
- Fir 2-2.30pm
- Ash 2.30-3.00pm

Parents should use the Village Hall carpark and should remember to maintain social distancing from each other.

Reading Scheme books KS1 – every Friday afternoon at the times indicated.	Parents to bring these in to change them. Returning books will be kept in isolation for 72hrs. There will be boxes labelled for collection and return on the playground. To keep social distancing there will be staggered times as below. Every Friday afternoon: 1-1.30pm Oak 1.30-2pm Elm (if you have a child in both, choose either)
Reading books in KS2	Please contact your class teacher when your child needs a new one. The class teacher will arrange with you when to return the finished and to collect the new one.
Reading Spine	Books will be available for collection as soon as they arrive. We will inform parents of their collection time. These books will be collected back once the lessons have been completed. We expect them to be kept in good condition.
Additional resources for collection	<ul style="list-style-type: none"> • Maths TextBook – not to be written in but to be used as a reference resource in lessons (indicated in the homelearner planner). These will be collected back once lockdown is released. We expect them to be kept in good condition – they are NOT to be written in. • Wipeboard and wipeboard pen for use ONLY in 1:1 face-to-face sessions with class teacher (one wipeboard pen will last all term if managed). The wipeboard will be collected back once lockdown is released. • Additional ‘learning log’ exercise book for recording. • Toolkits such as 100squares, times table booklets, etc – appropriate to each age range. • Maths Fluency Homework booklets.

The BBC have announced a huge programme of learning on CBBC. These are likely to be very engaging for your children. Hopefully, these can be watched on i-player so they could be used by parents as a follow-up to the planning provided by teachers.

INFORMATION PREVIOUSLY ISSUED

You do not need to read this if you have already engaged with all the opportunities provided.

Definitions

BLENDDED LEARNING = some children are in isolation for a period of time until the Covid-19 test returns negative or until the isolation period has ended.

REMOTE LEARNING = a whole class or whole school is in isolation.

HOMELEARNING PLANS = planning issued by teachers to support those learning from home during self-isolation.

1:1 FACE-TO-FACE = Teacher or LSA / Pupil learning conversations run via Microsoft Teams. Teachers will issue a timetable to parents for the 2x 10minute sessions a week. It is the parent's responsibility to ensure their child attends these. It is highly unlikely these can be re-arranged.

'LIVE' ONLINE LESSON = lessons where the children will need to access a live input session by the class teacher.

Resources previously issued

1. YR =
 - 2 different types of CGP Phonics practice books for YR.
 - CGP Maths workout.
 - An Exercise book = for recording all your homelearning in Maths / English / Topic that is not in the CGP books.
2. Y1 to Y6 =
 - CGP Comprehension & CGP Maths Workout = for weekly homework.
 - CGP Maths Targeted Question Book = for maths.
 - CGP Maths Mental Workout = for fluency in maths.
 - An Exercise book = for recording all your homelearning in Maths / English / Topic that is not in the CGP books.
 - Reading Spine book = for Reading spine sessions (only issued if we go into full REMOTE – lockdown).

Online resources for learning

1. Google Classroom will be the central point for Y1 to Y6, Tapestry for YR. This will be for homelearning plans and for communication with teachers (replacing the pink home-school books).
2. Oak National Academy (and other online lesson teaching videos) will be used for instructing the methodologies used in lessons for those learning at home. These will be referenced in the Home Learning Planning.= <https://www.thenational.academy/>
3. Videos or audio recordings created by the class teacher for use in the Reading Spine will be issued via Google Classroom / Tapestry.
4. Collective worship (a weblink to youtube videos, and ideas) will be issued each week.
5. Home Learning Planning for the week will be issued by the class teacher via Google Classroom (Tapestry YR).
6. Busythings for YR to Y2 for phonics = <https://www.busythings.co.uk/>
Logon location: <https://www.busythings.co.uk/>
User Name: oak class
Password: sapling2016
7. Mathletics for Maths = password already issued. <https://login.mathletics.com/>
8. Oxford Owl for online books to read = <https://home.oxfordowl.co.uk/>
Location: <https://www.oxfordowl.co.uk/>
Username and passwords for each class are:
Oak#Class – Floppy
Elm#Class – MagicKey
Fir#Class – Treetops34
Ash#Class – Treetops56
9. Espresso for all subjects (this was available in lockdown 1, we are unsure at present if the company will be making this available in Lockdown 3) =
Logon location: <https://online.espresso.co.uk/espresso/login/Authn/UserPassword>

User Name: student31634

Password: cbc253

10. Numeracy Ninja for fluency maths practice = <https://www.numeracyninjas.org/>
11. BBC Bitesize for all subjects = <https://www.bbc.co.uk/bitesize>
12. Song of Sounds videos = <https://www.songofsounds.co.uk/page/?title=Videos&pid=23>
13. Letters and Sounds phonics homelearning videos = https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw
14. Easy access mental maths (fluency) practice worksheets (you don't need to print just copy from the screen) = <http://www.mental-arithmetic.co.uk/>
15. Additional resources were made available last year, should providers make these freely available again we will re-send login details.
16. Individual teachers may also issue links to specific online learning material.
17. Additional ideas for music can be explored by parents themselves using the free resources on the Wiltshire Music Connect website:
<https://wiltshiremusicconnect.org.uk/families/musical-resources/>

The process for homelearning

1. Google Classroom (Tapestry in Oak) to be used as the home-school communication tool from 5th October onwards. This will replace the pink home-school communication book.
2. Homelearning Plans will be issued on Google Classroom for each class. These will indicate the homelearning for that week. They will reference the physical and online resources for parents to use to support the homelearning of their children. These may not exactly follow the in-class resources being used.
3. Parents can ask the teacher questions via Google Classroom (or Tapestry in Oak). Please do not expect an answer within 24hrs as teachers will be teaching all day.

Next steps for parents who have not yet accessed Google classroom

1. Install Google Classroom on a computer at home and follow the link code provided to each class (sent out via an email to each class) to log-in to the Google Classroom set up by the school for their class. This was issued in September / October.
2. Send a reply to the class teacher on Google Classrooms so that your class teacher knows that you are ready and set for homelearning should it be required.
3. Install Microsoft Teams on a computer / tablet / phone at home to enable the teacher to have 1:1 face-to-face learning conversations. When the timetable is set up you will receive an 'invite' for each timetabled face to face meeting via Microsoft Teams sent directly to your email you have provided the school.

Video and written instruction rather than live online lessons

We will be providing video links to input instruction and written instructions rather than live lessons. There may be some increasing elements of the class teacher appearing in some video or audio such as Reading Spine / Phonics, this depends on staffing availability.

This is because:

- Children have an attention span of their chronological age + 10mins as an absolute maximum – an input works to this length – this is how it works in the classroom.
- Primary age children will struggle with the technical demands and learning focus demands of a live TEAMS lesson for the 15mins let alone a full lesson – not even GCE students are doing full online live lessons, but having moments when they exit the lesson to work independently.

- Parents would need to be involved for the full hour if it was ‘live’ and this is simply not feasible for the vast majority.
- A recorded video / written instruction can be replayed if there is confusion, a ‘live’ version cannot.
- Parents of multiple children, or working parents would struggle to manage all their children accessing live inputs at the same time resulting in an inequality of educational provision between families. These parents need the flexibility to deliver lessons at different times of the day and video / written allows this.

Whilst they sometimes work well for Secondary aged children, in some subjects, ‘live’ online lessons are simply not the best model for Primary aged children.

Teachers managing Blended Learning

We recognise that staff need to have their workload / wellbeing protected in order to ensure that they are able to continue to do their job over the coming months.

- Additional non-contact hours with the class are being provided.
- Whilst Teachers will do their best to respond to parent questions as soon as they can, they are not expected to reply within 24hrs as they may well be teaching all day whilst some children are learning at home.
- Teachers will issue specific timetables for 1:1 face-to-face learning conversations. Parents must do their best to ensure their child can attend these. Teachers may not be able to re-arrange missed ones.

Actions to avoid the spread of Covid-19

- Great hygiene in school and at home – very frequent handwashing / sanitising and ‘catch-it, bin-it, kill-it’.
- Bubbles remaining separate as much as is sustainable within our staffing structure.
- Processes in school for minimising adults crossing bubbles except where unavoidable (release, behaviour management, 1st aid).
- Processes in school for social distancing of staff and parents.
- Managing home-school resources flow from home to school to a minimum and with 72hrs decontamination.
- All of the community to be careful with their personal bubbles outside of school.
- Parents to ensure they self-isolate if there are symptoms and book a test. Parents must inform us of this and of the test result as part of track and trace.
- Parents to support the self-isolation of a child with symptoms and get a test (earlier return if negative test result received).
- Parents to support self-isolation if a member of direct household has symptoms or a positive test.