



# Danbury Park Community Primary School

## Contingency Plan for the Continuing Education of Pupils during the Covid-19 Pandemic

We follow the guidance from the DfE, Public Health England and the NHS on a daily basis. We use these updates to develop our Contingency Plan, which shows what action will be taken according to a range of scenarios.

We will follow the current government guidance in the following scenarios:

- **A child becomes unwell either at home or in school with symptoms of Covid-19;**
- **A child becomes unwell either at home or in school and tests positive for Covid-19;**
- **A child has been in contact with someone with symptoms of Covid-19;**
- **A child has been in contact with someone and tests positive for Covid-19;**
  
- **A member of staff becomes unwell either at home or in school with symptoms of Covid-19;**
- **A member of staff becomes unwell either at home or in school and tests positive for Covid-19;**
- **A member of staff has been in contact with someone with symptoms of Covid-19;**
- **A member of staff has been in contact with someone and tests positive for Covid-19.**

The following shows the school's contingency plans in order to maintain the continuing education of the pupils in a range of possible scenarios during the period of the COVID-19 pandemic.

If for whatever reason the continuing education cannot be sustained by the staff available at Danbury Park Community School, then the headteacher (or acting headteacher) and Chair of the Governing Body (or Vice Chair or nominated governor) will contact Essex County Council as the local authority for advice and support.



## Scenario planning

<p><b>1. Pupil is self-isolating so is unable to attend school but is otherwise well</b></p>	<ul style="list-style-type: none"> <li>• The office staff will inform the class teacher of any pupil who is self-isolating on the day that notification is received.</li> <li>• A bank of work will be available on Google Classroom (Tapestry for EYFS) for each class so that it is available for the pupil and parents to access immediately.</li> <li>• The class teacher will contact the family by the end of the second day of isolation to advise the family of the precise details of the work being covered during this period. The learning programmes will be uploaded to Google Classrooms (Tapestry for EYFS).</li> <li>• The work will be based on what the class in school are learning over the course of the term and will cover specifically English, Maths and other relevant curriculum areas. They will include links to the White Rose Hub for Maths and other direct teaching materials such as the Oak National Academy.</li> <li>• The pupil will upload work to Google Classrooms as it is completed and the teacher will respond twice weekly.</li> <li>• If hard, paper copies are required, parents should discuss this with the teacher who will arrange with the school office staff for these to be collected or delivered.</li> <li>• On return to school the teacher and learning support assistant will work with the child to address any gaps or misconceptions.</li> </ul>
<p><b>2. Pupil has been diagnosed with COVID-19 so is unable to attend school</b></p>	<ul style="list-style-type: none"> <li>• The school office will inform the headteacher and class teacher of the severity of the pupils' symptoms.</li> <li>• Once the pupil is well enough to undertake school work, but still needs to isolate they should access school work as in 1 above.</li> <li>• Contact will be made with the family by the school office after one week, so that school is aware of any significant developments.</li> </ul>
<p><b>3. A whole class needs to self-isolate.</b></p>	<ul style="list-style-type: none"> <li>• The office will send out a Parentmail notification to remind parents that teachers will be setting work using Google Classrooms (Tapestry for EYFS).</li> <li>• Teachers will:             <ul style="list-style-type: none"> <li>○ Follow their medium term plans adapting them as suits remote learning;</li> <li>○ Set a daily English lesson and task;</li> <li>○ Set a daily Maths lesson and task;</li> <li>○ Set phonics (EYFS and KS1) and spellings following the school plan;</li> <li>○ Set other work for all national curriculum subjects and based on the class topic;</li> <li>○ Mrs Long will set a weekly Music lesson;</li> <li>○ Support in the continuing delivery of French lessons will be sought from PPA Cover and Mrs Croucher.</li> </ul> </li> </ul>



- Teachers will use a form of direct teaching activity by a teacher for Maths and English. This may include using:
  - The Oak Academy <https://www.thenational.academy/> ;
  - The White Rose Hub;
  - Twinkl;
  - Phonics Play;
  - Bug Club;
  - Google Meet;
  - Uploaded video.
- Our long term curriculum maps are available on the school website so that parents have an overview of the learning within each subject.
- An overview of the topics covered in each subject for the current half-term is available on the school website.
- At the beginning of each week, the teacher will share with parents the planned sequence of learning across the coming week.
- The class teacher will set differentiated tasks and activities according to the pupils' needs and to make provision for pupils with SEND.
- The SENCO will support teachers in setting appropriate tasks/activities for those pupils with EHCPs. SEN LSAs will be directly involved in the delivery of the curriculum for this group of pupils.
- The class teacher will work with the Class Learning Support Assistant to share responsibility for delivering the curriculum remotely and for keeping in regular contact with families.
- The pupils will upload any completed tasks and activities to Google Classrooms/Tapestry.
- Pupils are expected to complete the work that is set.
- Pupils can contact the class teacher using Google Classrooms.
- Parents can contact teachers directly through the class email address. Teachers will only respond to e-mails during normal school hours.
- If hard, paper copies are required, parents should contact the teacher who will arrange with the school office staff for these to be collected or delivered.
- Parents should remain in contact with the school office if children develop symptoms and are tested. Results of the test should be given to the school immediately so that next steps can be taken.
- The school will remain in contact with parents via Parentmail, the website and by phone.



<p><b>4. A whole class is self-isolating and the class teacher is unwell and unable to deliver remote learning</b></p>	<ul style="list-style-type: none"> <li>• A member of the senior leadership team will take overall responsibility for the remote learning of the affected class as in 3 above.</li> <li>• A supply teacher will be engaged to share responsibility for the delivery of this learning and for part-covering the SLT members' own class.</li> <li>• A higher level teaching assistant may also be directed to support part of the delivery.</li> </ul>
<p><b>5. The class is in school but the teacher needs to self-isolate or is unwell</b></p>	<ul style="list-style-type: none"> <li>• If this is COVID-19 related, we will follow the advice of the DfE and Local Authority team.</li> <li>• If the whole class needs to self-isolate, we will follow the steps detailed in 3 above.</li> <li>• If the whole class do not need to self-isolate as the teacher does not have Covid-19 (they may be isolating due to a member of their household) or they are suffering illness or long-term effects of COVID-19 then another teacher, where possible, will be employed to teach the class in school following the class long term and medium term plans.</li> </ul>
<p><b>6. The whole school needs to isolate</b></p>	<ul style="list-style-type: none"> <li>• We will seek to deliver remote teaching and learning as detailed in 3 above.</li> <li>• If there are insufficient staff who are well enough to this, the Local Authority advice and support will be sought.</li> </ul>
<p><b>7. The whole of the kitchen staff need to self-isolate</b></p>	<p>Because the preparation of food requires additional training and competencies and the school does not have a bank of suitably qualified relief staff, limited options would necessarily be available during this period.</p> <ul style="list-style-type: none"> <li>• Parents would be informed.</li> <li>• Free School Meals would be provided through purchasing readymade sandwiches and provisions from a local supermarket.</li> <li>• Support from local schools and restaurants would be sought to endeavour to provide Universal Free School Meals for EYFS and KS1 pupils, although this may not be possible at short notice.</li> </ul>
<p><b>8. The whole of the office staff need to isolate</b></p>	<ul style="list-style-type: none"> <li>• Where possible the Office Manager could continue to work remotely (checking of school e-mail).</li> <li>• Support staff will be redeployed to work in the office, to deal with First Aid, answer phone calls and deal with visitors.</li> <li>• Additional support will be sought from local schools and Juniper if required.</li> </ul>



<p><b>9. Enforced Lockdown. The school closes to all pupils except for the children of *critical key workers where there is no alternative childcare provision and pupils with EHCPs and/or classed as “vulnerable”</b></p> <p><small>*This classification may be revised by the government in case of enforced lockdown. Places may have to be prioritised due to the number of staff available and parents will be informed of the criteria.</small></p>	<ul style="list-style-type: none"> <li>• The procedures under 3 above will be followed.</li> <li>• A rota will be put into place for staff to deliver the education of those pupils eligible to attend school. This group of pupils will follow the teaching and learning plans for their classes as close as is practicable given that there may be a small number of children from each class.</li> <li>• Where class teachers are working in school as part of this rota, the class timetable for remote learning will be adjusted accordingly.</li> </ul>
<p><b>10. The headteacher needs to isolate but is otherwise well</b></p>	<ul style="list-style-type: none"> <li>• The headteacher will continue to work from home as far as is possible.</li> <li>• The Deputy Headteacher will be released from teaching duties by engaging a supply teacher if necessary to carry out any tasks that cannot be done remotely in consultation with the headteacher.</li> </ul>
<p><b>11. The headteacher is unwell and unable to perform her duties and the absence is likely to be for more than 3 days.</b></p>	<ul style="list-style-type: none"> <li>• If the illness is COVID-19 all government procedures will be followed.</li> <li>• The following agreed plan to ensure smooth running of the school will be enacted for two weeks:             <ul style="list-style-type: none"> <li>○ Brenda Wray, Chair of Governors, will write a letter to inform staff and parents, which Jacki Brooke will distribute to staff via e-mail and parents via Parentmail.</li> <li>○ Donna Johnston will become Acting Headteacher and will be responsible for the day-to-day activities and events in school, assisted/monitored by Brenda Wray, Sophie Wilson (Safeguarding), Peter Irvine (Health &amp; Safety) where this is deemed necessary via e-mail, telephone or Zoom. A supply teacher will be engaged for class G.</li> <li>○ Deborah Ireland will become Acting Deputy Headteacher with responsibility for Teaching and Learning. She will also take over the mentoring of the NQT. If necessary a supply teacher will be engaged to cover part of her teaching duties. Governors to assist/monitor: Katherine Moulding and Paul Sutton (Chair and Vice Chair of Curriculum committee).</li> <li>○ Deborah Trussell will continue as SENDCO and Pastoral Manager with responsibility for pupil wellbeing. Katherine Moulding will assist/monitor as necessary.</li> <li>○ Jacki Brooke and the Office staff will continue with their existing duties, especially finance responsibilities. Governors to assist/monitor: Rak Rehal (Chair of Resources) and Debbie Le Monde.</li> <li>○ Caroline Gibson (LA Standards and Excellence Partner) will be kept informed and contacted if the Headteacher’s absence is to be a prolonged one and further action needs to be taken after two weeks, e.g. interim HT.</li> </ul> </li> </ul>



The school reserves the right to adapt these plans depending on the precise nature of each circumstance and the current situation.