

## COVID 19 Lockdown and Outbreak Contingency Plan

Sandbach Primary Academy has developed a **set of contingency plans and procedures to respond to any outbreak** ensuring that they can take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19) or respond without hesitation should a national lockdown occur. These have been developed with reference to the evidence and most recent research, government advice and recommendations and support from the local authority and colleagues. The plans are regularly revisited and updated, in response to the local and national situation moving forward.

The plans have been organised into three stages: preparation; immediate action, ongoing

**Preparation:** this outlines how the school is continuing to develop capacity, capability and skills, in particular with regards to preparing children, parents and the community to move towards an online curriculum and school offer

**Immediate Action:** this outlines the steps that will be taken should it be necessary for the school to move into partial or complete closure

**Ongoing:** this outlines how the school will ensure it continues to provide a broad and balanced curriculum for all children, and maintain its position as a central community hub.

### Preparation

Aspect/theme	Action	Who/when	Notes
Technology	<ul style="list-style-type: none"> <li>Ensure school server and digital equipment (laptops, tablets, kindles and other digital devices) is maintained and fit-for purpose</li> </ul>	MD/MJD/SR	3/1/2021 all in place
	<ul style="list-style-type: none"> <li>Update audit regarding type and availability of online access for families</li> </ul>	MD/MJD/Admin	3/1/2021- in place

	<ul style="list-style-type: none"> <li>Ensure effective online access to all necessary documentation and materials for staff (assessment, SEND, curriculum, safeguarding, SIMS, finance)</li> </ul>	MD/MJD/LG/	3/1/2021 – in place
Curriculum	<ul style="list-style-type: none"> <li>Explore curriculum materials and resources online, maintaining an up to date resource database</li> </ul>	All curriculum teams	3/1/2021 - ongoing
	<ul style="list-style-type: none"> <li>Develop feedback and assessment strategies using a blended approach</li> </ul>	MD/SG to trial	3/1/2021 – in progress
	<ul style="list-style-type: none"> <li>Refine and develop the curriculum (core and foundational) to ensure a broad and balanced online approach can be maintained</li> </ul>	All curriculum teams	3/1/2021 - ongoing
	<ul style="list-style-type: none"> <li>Pilot integrated approaches to using online materials (in classroom and at home) identifying the strengths and weaknesses of the different approaches and how they can be used effectively to enhance the curriculum offer.</li> </ul>	All curriculum teams	3/1/2021 – ongoing; all pupils have online secure access and have been engaged in lessons to ensure they can access this.
Staff knowledge, skill and understanding	<ul style="list-style-type: none"> <li>Extend knowledge of the resources and materials available to support online/blended learning approaches</li> </ul>	Teaching staff	3/1/2021 - ongoing
	<ul style="list-style-type: none"> <li>Extend training in effective online pedagogies (reflecting the current evidence base)</li> </ul>	MD/MJD/SR	3/1/2021 - ongoing
	<ul style="list-style-type: none"> <li>Extend training in programmes and systems to produce online learning materials (Loom, powerpoint, Youtube, Teams, GoogleClassrooms)</li> </ul>	MD/MJD/SR	3/1/2021 - ongoing
	<ul style="list-style-type: none"> <li>Develop children's skills in accessing online learning (practical and operational)</li> </ul>	All teaching staff	3/1/2021 - ongoing

Children's knowledge, skill and understanding	<ul style="list-style-type: none"> <li>Develop children's metacognitive skills in using online learning opportunities effectively</li> </ul>	All teaching staff	3/1/2021 - ongoing
Parental knowledge, skill and understanding	<ul style="list-style-type: none"> <li>Ensure parents understand how online learning systems used by school work and they provide informed consent</li> <li>Develop training and support programmes to work in partnership with parents to support learning at home and in school</li> </ul>	All teaching staff	3/1/2021 – to be actioned at beginning of Spring term
Administration and logistics	<ul style="list-style-type: none"> <li>Ensure all risk assessments and data protection agreements are in place for use of online materials and resources</li> </ul>	MD/MJD/LG	3/1/2021 – ongoing; agreements written – to be circulated
	<ul style="list-style-type: none"> <li>Ensure data protection, safeguarding and parental agreements for engaging with online provision are in place</li> </ul>	MD/MJD	3/1/2021 - ongoing
	<ul style="list-style-type: none"> <li>Ensure parental contact details are up to date</li> </ul>	Admin team	3/1/2021 – ongoing; revisit 4/1/2021
	<ul style="list-style-type: none"> <li>Ensure the SPA communication strategy is regularly reviewed and adapted according to need and feedback</li> </ul>	Admin team, Comms team	3/1/2021 - ongoing

### Immediate Action

Aspect/theme	Action	Who/when	Notes
Administration and logistics	<ul style="list-style-type: none"> <li>Ensure all parents affected are informed</li> </ul>	Admin team, Comms teams, MJD/MD	This will depend on the nature of the response needed

	<ul style="list-style-type: none"> <li>• Use all comms channels available to share actions and communications</li> <li>• Ensure FSM registration is up to date</li> <li>• Follow Protocol TickList <a href="#">Appendix 2</a></li> </ul>		See <a href="#">Communication Tree for full Lockdown procedures</a>
Vulnerable /children of Key Workers	<ul style="list-style-type: none"> <li>• Ensure rotas are in place outlining provision in schools for vulnerable children and those with EHCP</li> <li>• Ensure staff understand rota system and expectations</li> </ul>	MJD/MD	
	<ul style="list-style-type: none"> <li>• Parental conversations with all children who are eligible to remain in school</li> <li>• EHCPs reviewed to ensure appropriate steps are in place to support all children</li> <li>• Ensure contact with social care and other appropriate organisations is maintained</li> </ul>	MJD/MD	
	Safeguarding protocols and training maintained and up to date.	DSL	
Technology	Distribute laptops as appropriate to families, ensuring contracts are signed	MD/MJD/SR	
Curriculum			

Staff knowledge, skill and understanding	Ensure staff have full understanding of events and feel confident to explain to families and children appropriately Ensure staff are comfortable and feel supported	All staff	Use templates and agreed scripts to ensure clarity of messages <a href="#">Appendix 3</a>
	Ensure staff are prepared for online/remote learning and understand expectations: <ul style="list-style-type: none"> <li>• Children to be online/contacted every day.</li> <li>• 5 hrs of learning to be provided (synchronous and asynchronous)</li> <li>• Registers to be collected and attendance online to be monitored</li> <li>• Feedback on learning provided</li> </ul>	All teaching staff/ MJD/MD	
	Safeguarding protocols and training maintained and up to date.	DSL	
Children's knowledge, skill and understanding	Ensure staff prepare and explain to the children what is occurring in an age appropriate and sensitive way  Be prepared to answer all questions factually and sensitively,	All staff	Use templates and agreed scripts to ensure clarity of messages
	Ensure workpacks and materials are distributed to all children	All staff	
	Ensure children can access remote learning systems (Teams/Purple Mash)	All staff	See Digital Technology plan.

	and have all passwords/log in details needed		
Parental knowledge, skill and understanding	Ensure all parents are communicated with in a factually and sensitive manner	All staff	Use templates and agreed scripts to ensure clarity of messages
	Ensure parents are prepared for online/remote learning and understand expectations: <ul style="list-style-type: none"> <li>• Children to be online/contacted every day.</li> <li>• 5 hrs of learning to be provided (synchronous and asynchronous)</li> <li>• Registers to be collected and attendance online to be monitored</li> <li>• Feedback on learning provided</li> </ul>	All teaching staff/ MJD/MD	

### Ongoing

Aspect/theme	Action	Who/when	Notes
Technology	Ensure all technology is maintained and fit for purpose.	MJD/MD/SR	
Curriculum	Maintain oversight of curriculum and curriculum delivery to ensure all children are receiving a full, balanced and rich curriculum	MJD/MD/SR	

	Monitoring of online teaching and learning sessions to develop understanding of strengths and weaknesses and develop further practice	MJD/MD/SR	
	Ongoing monitoring of teaching and learning across the curriculum to ensure subject coverage	Curriculum Leads	
Staff knowledge, skill and understanding	Ensure staff training and development continues; weekly staff meetings (teachers) and ongoing class meetings to support TAs and welfare assistants	MJD/MD/SR Curriculum Leads	
	Safeguarding protocols and training maintained and up to date.	DSL	
Children's knowledge, skill and understanding	Ensure assessment and feedback processes are in place	MJD/MD/SR Curriculum Leads	
	Maintain contact with class and teacher on a daily basis	Teaching staff	
Parental knowledge, skill and understanding	Parents to be informed regarding attendance of pupils on a daily basis	MJD/MD/Admin team	
	Ongoing support from school, working in partnership with parents to maintain curriculum	MJD/MD/Admin team	
Administration and logistics	<ul style="list-style-type: none"> <li>Registers maintained for all children</li> <li>Registers maintained for children in school</li> <li>Registers maintained for FSM delivery – all vulnerable children to be seen in person everyday</li> </ul>	Admin team	

	<p>Communication protocols maintained with parents.</p> <p>Telephone contact on daily/weekly basis with parents who have limited online presence and/or in vulnerable circumstances</p>		
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### Guiding principles for teaching and learning

1. The lessons should be accessible and appropriate for use by children at home and in school.
2. The lessons/resources should align to and enhance our curriculum (not become the curriculum)
3. Children need to understand how to learn and engage with the range of resources online. Consider how the lessons are constructed, what skills and understanding will the children need to have to be able to access the materials
4. Ensure the materials used are reflective of our commitment to equality and inclusion
5. Children with EHCP/SEND should have materials and online teaching adapted to support them appropriately. If the curriculum is delivered in school, this should reflect the teaching and learning the children are engaged in online