



## Autumn 2021 Contingency Plan

### In the event of whole school closure



Herrick Primary School is fully committed to encouraging all our children to achieve their full potential in both learning and social development. Our mission statement: 'to give each and everyone a chance'

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In the event of a bubble or class closure, if teaching staff -not displaying symptoms-need to be sent home as a precautionary measure, the new remote learning timetable is to be followed.

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## Weekly Duties

- Register to be completed *once a week* and saved in online folder.
- Parents are provided with a weekly timetable help child(ren) manage their lessons/time at home.
- All planning to be saved in online folder
- Contact a number of children on a weekly basis: Withhold number. School will reimburse cost if you don't have unlimited calls.
- There are set Class Meet time (which will be reviewed and possibly increased depending on duration of remote learning)
- Phase Leaders will 'touch base' with their teams every week and you have the opportunity to raise concerns and queries.
- There will be a weekly staff update
- Herrick will continue to invest in teachers' professional development and this will be part of directed hours.
- Phone Home Friday nomination for the year group
- Look Forward mtg-8.10

### Safeguarding

- Register to be completed at the end of the week and saved in online folder. Email Mrs Aydin every **fortnight** if children causing concern-*not had any contact at all in two weeks*.
- If you are concerned about a child' online (emails, messages, work), inform Mrs Aydin immediately and cc Mr Patel & Miss Kaur. Do not make any contact with child unless instructed.



AM	Monday	Tuesday	Wednesday	Thursday	Friday
	Class Teachers working in own classrooms. Key worker children from each year group in one classroom -teachers share class 3 day/2 day rota. One TA floating between 2 year groups				
	20-30x 2 minutes input daily with time to complete task in between Group 1 HA/MA      Group 2-LA/PYG				
	Nursery/Reception    10.00 -10.20    11.00-11.20				
	<b>KS1 Monday to Wednesday</b> 9.30-9.50-Group 1 Maths 10.00-10.20- Group 2 Maths 11.00-11.20- Group 1 Reading/Lit 11.30-11.50- Group 2 PYG Reading/Lit			<b>KS1 Thursday &amp; Friday</b> 9.30-9.50-Group 1 Foundation Subjects 10.00-10.20- Group 2 Foundation Subjects 11.00-11.20- Group 1 Reading/Lit 11.30-11.50- Group 2 PYG Reading/Lit	
	<b>Y3/4 Monday to Wednesday</b> 9.15-9.45 – Group 1 Maths 10.00-10.30 Group 2 Maths 10.45-11.15 - Group 1 Reading/Lit 11.30-11.20- Group 2 Reading/Lit			<b>Y3/4 Thursday-Friday</b> 9.15-9.45 – Group 1 Maths 10.00-10.30 Group 2 Maths 10.45-11.15 - Group 1 Foundation Subject 11.30-11.20- Group 2 Foundation Subject	
	<b>Y5/6-Whole Class</b> 9.00-9.30-Maths    10.30-11.00-Reading/Lit    11.30-12.00-Foundation				
	<b>12.15-1.15 Lunchtime</b>				
PM	<b>1.15-2.45</b> <b>PPA</b> Can leave premises	<b>1.15-2.45</b> <b>PPA</b> Can leave premises Additional PPA 40 mins	<b>1.15-2.45</b> Marking Option to leave premises	<b>1.15-2.45</b> Marking Option to leave premises  Submit planning for the week ahead	<b>1.15-2.45</b> Adapt Planning if required Upload Planning for Week Ahead
2.45	Contact class via Microsoft Teams to discuss work-except Fridays				
	1 ½ hours Task during Directed Hours/Completion of Learning/Video Log				

## TAs on Premises EXAMPLE

Subject to Change

	Nursery	Reception	Orange Bubble	Green Bubble	Blue Bubble
AM			1 floating TA plus teachers	No TA required	No TA required
PM 12.15- 3.15	Sujan and Diana	Rehana & Tanvir	2 adults on premises  Lisa Mon-Wed Aaliah-All Week Beejal-Thur/Fri	2 adults on premises  Kirsty/Nita V	2 adults on premises  Nita K/Jayshree 1:1 TA if required

-Level 4 TAs will have other duties when working from home.

-Teachers to take PYG children-this will be reviewed

# Planning on DB Primary

## Mathematics-Use the Planned Units and Resources from WhiteRose-

TT Rockstars: weekly monitoring and allocation of weekly times tables to be sent out.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shapes	Number: Place Value (within 20)		
Spring	Consolidation	Number: Addition and Subtraction (within 20)			Number: Place Value (within 50)			Measurement: Length and Height	Measurement: Weight and Volume		Consolidation	
Summer	Consolidation	Number: Multiplication and Division			Number: Fractions	Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time		

Literacy -Continue the same format as Literacy planning in February 2021 with the current overview- adapt for a short piece of writing **each week**

### Foundation Subjects

Ensure you continue to teach the Curriculum Content, follow the Sequence of Learning and emphasise **key vocabulary**.

Use Oak Academy Lessons if website caters for the topic you are teaching.



Autumn	
Our Local Area	
Term 1	Term 2
Human and physical features of surrounding area -Bradgate Park is a physical feature(why?) -HPS is a human feature – what was here before? -difference between natural and man made -compass points, direction of N/E/S/W on KS1 playground(Lockerbie Av.) -Leicester located in middle of England(Midlands)	Map study which includes both human and physical features -how to read simple map of school(KS1 classes/hall/playground) -world is a sphere and is represented on a globe -GB is an Island (What makes it an Island?) -how to distinguish between human and physical -directions on getting from and to school

							Outcome	Vocabulary
Yr 1	1.1	W/DIKA Addresses	Where do we live? How can we be located?	Investigate-how can a compass help us work out where we are in the country?	Physical and Human features	Assessment	To know own address and specific location in Leicester. To give examples of human and physical features in area.	N/S/E/W

### Physical Education-tackling obesity.

Create **short** slideshow (2 slides) or upload activities from websites to promote healthy eating or physical exercise each week.

**Nursery/Reception** Record and upload daily phonics videos and share class story via video. Ask questions. This needs to be followed by a short task: sequencing activity and/or retelling of the story.

Differentiation for PYG/SEN is non-negotiable.

## EYFS-Y6 Online Marking Policy

### Yellow Bubble

Parent emails are set up for parents who cannot email work via DB Primary. Teachers to check DB email and parent emails each week.

Acknowledge **all** pieces of work with star/s and a small comment or emoji ( *Well done, Good Work, Super, Great, Cool Work, Great Effort, Wonderful, Fantastic, Keep going, I am impressed, Lovely work etc* )

### Orange and Green Bubble

Parent emails are set up for parents who cannot email work via DB Primary. Teachers to check DB email and parent emails each week.

Acknowledge **all** pieces of work with star/s and a small comment or emoji ( *Well done, Good Work, Super, Great, Cool Work, Great Effort, Wonderful, Fantastic, Keep going, I am impressed, Lovely work etc* )

*Send a general email to 3 **groups** of children once a week.*

*Example- Children, who are daily confident users, can be sent encouraging generic emails.*

*Children, who are uploading less frequently, can be sent emails encouraging more work and information about tasks.*

*Identified children, who need specific feedback, to receive their own email if appropriate.*

Allocated time can be used during the week if teacher wishes to acknowledge work daily. This is personal choice and it will depend on when and how often children submit work for your class. However, marking during the week does not replace other tasks you may be required to complete.

Please do not exceed or decrease the marking agreement as we need to be consistent across KS1.

### Blue Bubble

The blue bubble will mark and feedback on four pieces of work each week: reading, writing, maths and one foundation session. The writing feedback **must** and has been agreed to be their final piece. All feedback is to acknowledge and further/clarify their understanding through next steps or question regarding their submitted work.

Allocated time can be used during the week if teacher wishes to acknowledge work daily. This is personal choice and it will depend on when and how often children submit work for your class. However, marking during the week does not replace other tasks you may be required to complete.

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**Allocated time can be used during the week if teacher wishes to acknowledge work daily. This is personal choice and it will depend on when and how often children submit work for your class. However, marking during the week does not replace other tasks you may be required to complete.**

**Please do not increase/decrease the marking agreement as we need to be consistent across phase and school.**



## Where appropriate, we will continue to uphold teacher standards

### Communication

- Please speak to phase leader for **all** queries even if related to your subject area.
- Keep up to date using new online diary/calendar. Please inform phase leader if you would like to add information to the diary.

### Workload

- Directed Tasks/Any Other Business will be given appropriate time scale/allocated time. Please speak to your phase leader if more time is required.
- Please be aware of other teacher's timetable and commitments- do not deviate from whole school timetabled meetings.
- Complete planning and marking **within the parameters** of the school policy. Phase Leader will monitor team's DB account and inform you if marking/planning is not in line with school policies.
- If personal commitments (home-schooling children, taking care of vulnerable family members) are difficult to balance with daily routines, then initially contact phase leaders to discuss support.

### Professional Conduct

- Please keep camera on for all staff, phase and agreed online meetings with CLT members unless you are called unexpectedly at home. It is courtesy to do this for any online meeting/training if arranged.
- During arranged online meetings, please ensure that you are not carrying out other tasks at your desk/in the room.
- Do not respond to any emails from parents on DB Primary. Please inform your phase leader.
- If you are concerned about a child online, inform SDP and do not take any further action, respond to email or pursue enquiry.
- Be mindful of excessive use of social media (facebook, twitter, snapchat etc) during 'working hours'.
- Please ensure that you have read any timetables/updates for week ahead and are aware of meetings/changes to the timetable. Do not arrange other meetings during this time.
- If online communication with members of staff is proving difficult, discuss with phase leader.
- Do not contact children outside school 'working hours' or communicate via email after 3.15. You can still type emails but not have online email exchange.

### Supporting You

- Phase Leaders will monitor DB Primary activity and communicate with staff via email if teachers are not adhering to policy, opting to do excessive planning/marketing or falling behind in their DB duties. The Head will also be sent a CC. **You can contact any phase leader for support, guidance and advice.**

*You are encouraged to make suggestions on how to improve working from home in Phase and Staff meetings. Please add to the agenda.*

### **How will CLT support me?**

Be available to support, advise and provide guidance

Share updates via online diary

Answer queries on whole school email daily

Daily duties will be reviewed if time consuming with little impact

### **How are CLT helping me manage my workload at home?**

Apart from online meetings, contacting children & class meets, there is flexibility on how *you* manage your hours at home in completing tasks. Some tasks may take less time than allocated.

## Staff Meetings: 1.1 Subject to Change-via Teams

Week		Confirmed (Monday)	Phase/team	Individual	Outcome (CPD log)
1	23/8	INSET			NA
2	30/8	Bank Holiday			NA
3	6/9	<u>Subject Development</u> (going forward)	EYFS- Only via teams	<u>Science</u> (video)	Please complete weekly log
	Lead	Umesh	Arzu	Roopa	
	Time	1hr	30mins	30mins	
4	13/9		<u>Interventions (PYG)</u> -individual responsibility -strategies -resources -location (timetable)	<u>Subject Development</u> (video) -What's on offer -Who it's for When it's being delivered	Please complete weekly log
	Lead		Phase leaders	Umesh	
	Time		30mins	1 hr	
5	20/9	<u>Computing</u>	EYFS- Only	<u>(a) PE</u> (video)	Please complete weekly log
	Lead	Charlotte	Arzu	(a) Steve / (b) Class teacher	
	Time	30 mins	1hr 30 mins (to be determined by PL)	30 mins + 30 mins	
6	27/9		EYFS- Only	<u>(a) English</u> (video)  <u>(b) Metacognition part 1</u> (video)	Please complete weekly log
	Lead		Arzu	(a) Shani / (b) class teacher	
	Time		30 mins	1 hr + 30 mins	
7	4/10	<u>Metacognition part 2</u>	EYFS- Only	<u>Computing</u>	Please complete weekly log
	Lead	Umesh	Arzu	Charlotte	
	Time	1 hr	30 mins	30 mins	
8	11/10			<u>Subject Development</u> -leaders' understanding of curriculum intent and sequencing -triangulate sequence with work scrutiny and <i>planning</i>	Please complete weekly log
	Lead			Subject leads	
	Time			1 hr + 30 mins	
<b>Half term</b>					

### Weekly log

All teachers must complete weekly log of CPD

Term	WB	Type of CPD	Time allocation
Description of learning and application			
Evidence			

## My Well Being

During these unprecedented times, your health and mental well-being is paramount. Although all queries are to be dealt with by the phase leader, you are entitled to contact the Head for a private conversation. For work and phase issues, please always cc your phase leader. CLT will endeavour to provide appropriate support.

On a weekly basis, the first item on the phase meeting agenda will always be teacher well-being. You can arrange to have a private discussion. We encourage weekly zoom socials and the golden chat page to stay connected.



## Support services

Amica are a free and confidential counselling and psychological support service. They offer free telephone services with a qualified counsellor. Schools-based employees can ring Amica direct on (0116) 254 4388. You can also access [the Amica website here](#) for more information.

[SilverCloud](#), provided by Amica, is a support service offering free, clinically proven programmes to enhance your well-being. These programmes include reducing stress, anxiety and creating space for resilience and sleep. They can be accessed via multiple devices (phones, tablets and computers) and are available whenever you need them.

[Cruse Bereavement Care](#) have put together a number of resources to share how bereavement and grief may be affected by the current situation.

[Calm](#) is useful app for mindfulness and relaxation, with free resources for all ages.

[Headspace](#) provides information on how to look after your mind. Their free Headspace app, **Weathering the storm**, offers free support via meditations and sleep and movement exercises.

Customer Psychology Ltd have produced a short webinar [on leading through uncertainty](#) for key workers. The video is 10 minutes long and talks about looking after yourself, managing pressure and communicating with your teams.

## External resources for mental health and well-being

The NHS have collated [recommended helplines](#) and support groups that can provide you with expert advice and guidance, whether you are concerned about yourself or a loved one.

[Every Mind Matters](#) have released guidance on numerous mental health problems we might be experiencing, including dealing with anxiety, managing stress and looking after young people.

['Our Frontline'](#) is a new resource that has been launched to support those under the most pressure. Our Frontline is a partnership between Shout, Samaritans, Mind, Hospice UK and The Royal Foundation of the Duke and Duchess of Cambridge. They provide tailored information and guidance for all key workers, along with around the clock support for key workers' mental and emotional well-being:

The [Local Government Association](#) have released guidance on the key steps recommended for employers in supporting the well-being of front-line and critical workers.

The [Anna Freud National Centre for Children and Families](#) have produced a range of guidance and advice for schools on supporting mental health and well-being in the current situation.

[The Mental Health Foundation](#) have a range of resources to support health and well-being during the current situation. They have also produced a short guide that specifically aims to outline the scale of the [challenge facing schools during this time](#). It provides practical advice and support for teachers who are supporting pupils in returning to school.

Mind have produced supportive guidance throughout this period, including [looking after your mental health](#), [practical advice on going to work for key workers](#) and [building resilience to manage stress](#).