



# Coronavirus: planning for tiered local restrictions

Here's what the 4 'tiers of restriction' will mean for our school and the actions we will take for each one.

TIER	WHAT IT MEANS FOR OUR SCHOOL	ACTIONS WE'LL TAKE
1	<p>We'll remain open for all pupils.</p> <p>Visitors will be asked to wear face coverings when moving around communal areas in school where it's difficult to maintain social distancing, unless they're exempt from wearing one.</p>	<p><b>Face coverings</b></p> <p>We'll share <a href="#">factsheets on face coverings</a> with parents and staff so that everyone knows what to expect.</p> <p>We'll put up <a href="#">this poster</a> in areas of the school, such as in classrooms, so that people know how to properly remove their face coverings.</p>
2	<p>We'll remain open for all pupils.</p> <p>Visitors will be asked to wear face coverings when moving around communal areas in school where it's difficult to maintain social distancing, unless they're exempt from wearing one.</p>	<p><b>Face coverings</b></p> <p>We'll share <a href="#">factsheets on face coverings</a> with parents and staff so that everyone knows what to expect.</p> <p>We'll put up <a href="#">this poster</a> in areas of the school, such as in classrooms, so that people know how to properly remove their face coverings.</p> <p><b>Vulnerable pupils</b></p> <p>We'll strongly encourage vulnerable pupils to continue attending school. To do this, we'll:</p> <ul style="list-style-type: none"> <li>• Work with our local authority (LA)</li> <li>• Contact a pupil's parent or carer, and (where applicable) social worker if the pupil doesn't attend, to find out why and discuss their concerns</li> </ul>

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3	We'll remain open full-time for all pupils.	<p><b>Vulnerable pupils</b></p> <p>We'll strongly encourage vulnerable pupils to continue attending school. To do this, we'll:</p> <ul style="list-style-type: none"> <li>• Work with our local authority (LA)</li> <li>• Contact a pupil's parent or carer, and (where applicable) social worker if the pupil doesn't attend, to find out why and discuss their concerns</li> </ul>
4	<ul style="list-style-type: none"> <li>• We'll <b>only</b> remain open for vulnerable pupils and the children of critical workers</li> <li>• We'll provide remote education for all other pupils</li> <li>• We'll maintain the same rules on face coverings on-site as in tier 1</li> </ul>	<p><b>Vulnerable pupils</b></p> <p>We'll strongly encourage vulnerable pupils to continue attending school. To do this, we'll:</p> <ul style="list-style-type: none"> <li>• Work with our local authority (LA)</li> <li>• Contact a pupil's parent or carer, and (where applicable) social worker if the pupil doesn't attend, to find out why and discuss their concerns</li> </ul> <p><b>Free school meals</b></p> <p>We'll work with Edwins and Blake to prepare meals or food parcels for all pupils eligible for free schools meals, whether they are at home or on-site.</p> <p><b>Staffing arrangements</b></p> <p>TA's and support staff to be used on a rotational basis to ensure that the school remains open for vulnerable pupils.</p> <p>Class teachers will be used on a rotational basis to ensure that one teacher remains on site during the school day to oversee the class based provision for the vulnerable pupils.</p> <p>All other teachers will be available to continue providing digital learning and pastoral support to their classes.</p>

### Digital and blended learning

**DFE Guidance Link:** <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res> (18/09/2020)

**Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home schools are expected to provide remote education that can be supplemented with physical resources where required.**

Here at Banham Primary School we were able to successfully use the digital platform ClassDojo as a means to communicate with the school community and were able to provide teaching and learning resources and support during 'Lockdown' and when schools began to reopen to

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different year groups from June 1<sup>st</sup> 2020 via this link. This was achieved by setting daily tasks and activities online and using accessible online resources that were shared with parents and children. This was supported further by printing resources, providing practical materials as well as supplying reading books for parents to collect.

For the academic year 2020/2021 we anticipate that we will be able to continue teaching the planned topics by providing resources, tasks and activities on a daily basis through the combination of ClassDojo and Google classrooms, including daily phonics lessons at an age appropriate level.

Staff received some basic training from the schools IT provider in the use of Google Classrooms.

Google classrooms will be used to create tasks and activities, including quizzes for assessment purposes alongside ClassDojo which also allows content to be created.

ClassDojo will be used to distribute and monitor these resources, via parent messaging and the use of Children's Portfolios.

These resources will be supplemented by the use of visual lessons organized and delivered through Google Meet facilitated by class teachers as well as video lessons created by others such as Espresso and the Oak Academy.

The intention is that each Class Topic will be mapped out against the Oak Academy Curriculum where they complement each other, so that the school objectives for each topic can then be used, or supplemented by the Oak Academy plans and resources.

**Class Expectations**

**Robins Class (EYFS) New EYFS Framework**

Daily phonics lesson delivered either by class teacher using Google meet, ClassDojo or Espresso. With follow up activities to be used by parents.

Literacy activity

Maths Activity: Focussing upon numbers 1-5 then 6-10

Story Time

Autumn Term Topic: Superhero's and Autumn. Second half term: Celebrations

**Wrens Class (KS1)**

Daily phonics lesson delivered either by class teacher using Google meet, ClassDojo or Espresso. With follow up activities to be used by parents. Phases 2-6

Daily Literacy activity, including spellings. FairyStories/ Traditional Tales

Reading activity: George's Marvelous Medicine

Daily Maths activity following the White Rose Maths scheme

Autumn Term Topic: A place to call home

Specific Subject areas to be covered by the Topic: Geography

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	<p>Science and DT; Everyday Materials</p> <p><b>Skylarks Class (Lower KS2)</b></p> <p>Daily literacy activity, including differentiated spellings, phonics (where appropriate) and grammar.</p> <p>Literacy Topic – Myths and Legends</p> <p>Reading activity – How to train your Dragon</p> <p>Daily Maths activity following the White Rose Maths scheme. Use of Timestables Rockstars.</p> <p>Autumn Term Topic: Anglo Saxons</p> <p>Specific Subject areas to be covered by the Topic: History</p> <p>Science: Forces and Magnets</p> <p><b>Swifts Class (Upper KS2)</b></p> <p>Daily literacy activity, including differentiated spellings and grammar.</p> <p>Reading activity: Malamander – Whole class text</p> <p>Daily Maths activity following the White Rose Maths scheme. Use of Timestables Rockstars.</p> <p>Autumn Term Topic: First half: Rivers, Coasts and Volcanoes. 2<sup>nd</sup> Half: Shang Dynasty</p> <p>Specific Subject areas to be covered by the Topic: Physical Geography and Ancient Civilisation.</p>	

## Sources

We produced this template based on the following sources (all information is up to date as of 4 September 2020):

- > [COVID-19 contain framework: a guide for local decision-makers](#), GOV.UK - DHSC
- > [How schools can plan for tier 2 local restrictions](#), GOV.UK - DfE
- > [Guidance for full opening: schools](#), GOV.UK – DfE
- > <https://www.thenational.academy/2020-21-oak-curriculum>, Oak Academy – DfE