



**Local Lockdown Plan  
Firs Primary School  
September 2020**

<ul style="list-style-type: none"> <li>- Assignment of staff childcare provision of CKW/V;</li> <li>- Expectations around curriculum delivery (see national reopening guidance);</li> <li>- Remote learning policy.</li> </ul>	<p>As above- preparation has started.</p>
<p>Confirm arrangements and guidance for any member of staff who is critically vulnerable or extremely critically vulnerable</p>	<p>Individual risk assessments. Updated and approved when necessary.</p>
<p>Add statement to school website using all information provided in Appendix A.</p>	<p>Statement/ letter for the website being prepared and ready to go.</p>
<p>Confirm Tier 4 local lockdown measures with all suppliers operating in school (e.g. cleaning, catering etc.)</p>	<p>Updates given. Covid updates on the weekly memo which all staff are able to access.</p>
<p>Confirm Tier 4 school closure with all prospective visitors.</p>	<p>Disclaimers in place for volunteers and adults. Use updated guidance to inform decisions.</p>
<p>Check arrangements for SEND annual reviews with LA and confirm arrangements with parents/carers and staff.- procedures as previously. Less children now with EHCPs. SENCO's to contact specific children and ensure that there is consistent contact with LA.</p>	<p>Contacts made where necessary. Review and amend the previous strategies and assign key staff to liaise with LA.</p>
<p><b>Remote Learning-</b> Preparation has begun with teams of staff.</p>	

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Confirm staff access to appropriate ICT and online platforms.	
Provide appropriate links to online platforms to all parents and carers.	
Identify any children who do not have access to any ICT at home to enable effective home learning.	
Consider loan of equipment to children identified above.	
Issue loan agreements to parents and carers of children with no access to ICT (template available from DDAT if required)	
Prepare hard-copy packs of home learning for any children who cannot access ICT and are unable to loan equipment from school.	
Make arrangements for teachers and TAs to regularly contact all children by telephone (if no appropriate ICT).	
Staff to prepare online lesson plans and deliver throughout period of Tier 4 lockdown.	
Issue remote/online learning leaflet to all children (template available from DDAT if required).	
<b><u>Risk Assessments and Policies</u></b>	
Issue remote / online learning risk assessment to staff and parents/carers.	
Update local lockdown risk assessment where necessary and publish on school website.	

**Checklist of Actions in the Event of Bubble(s) Required to Self-Isolate**

<b><u>Communication</u></b>	<b><u>Complete</u></b>
Follow advice from HPT / PHE on notifying the parents/carers of affected children and staff.	
Issue letter provided by HPT to parents and carers.	

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All press enquiries to be directed to DDAT central team (CEO and COO).	
Staff meeting called to inform all staff of: <ul style="list-style-type: none"> <li>- Actions taken to prevent further spread of infection in school;</li> <li>- Increased hygiene and cleaning measures that need to be actioned by all staff;</li> <li>- Timescales for return of children and staff affected;</li> <li>- Advice issued by HPT;</li> <li>- Where staff can access mental health (or any other) support;</li> <li>- What to do if they or a member of their household becomes unwell;</li> <li>- What to do if a child becomes unwell;</li> <li>- What to do if they are contacted by the test and trace service.</li> </ul>	
Check arrangements for SEND annual reviews with LA and confirm arrangements with parents/carers and staff.	
<b>Remote Learning</b>	
Confirm affected staff access to appropriate ICT and online platforms.	
Provide appropriate links to online platforms to parents and carers of children affected.	
Identify any children who do not have access to any ICT at home to enable effective home learning.	
Consider loan of equipment to children identified above.	
Issue loan agreements to parents and carers of children with no access to ICT.	
Prepare hard-copy packs of home learning for any children who cannot access ICT and are unable to loan equipment from school.	
Make arrangements for teachers and TAs to regularly contact all children by telephone (if no appropriate ICT).	
Staff to prepare online lesson plans and deliver throughout period of lockdown.	
Issue remote/online learning leaflet to children affected.	
<b>Risk Assessments and Policies</b>	
Issue remote / online learning risk assessment to staff and parents/carers of children affected.	

Arrangements in Place for Tier 4 Local Lockdown

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School site open (Y/N):	Y	If 'N', please confirm name of Regional Hub School or N/A if no places required:	
<p><b>Home Learning Arrangements in Place:</b></p> <ul style="list-style-type: none"> <li>• Videos of taught sessions, stories, Phonics Sessions and expectations/learning for the day are put onto the School Website daily. Parents are texted daily to remind them that work has been put up for their children.</li> <li>• Teachers contact all children via Class Dojo twice a week as a minimum, and parents can send photos of their work to their teacher. Children and parents can also contact the teacher via Class Dojo.</li> <li>• Fortnightly paper work packs are put together by each pair of class Teachers. These can be collected by the families, but for those who are unable/unwilling to collect work packs, Teachers and Teaching Assistants have been delivering them and making welfare checks at the same time. Work has been differentiated by the Teacher but many activities are open-ended. There has been a mixture of academic work and creative/well-being activities. Specific intervention work and activities have been produced for those who have an MEP.</li> <li>• Home-learning co-ordinated by a member of the MLT who is classified as vulnerable, and therefore needs to work from home. The team will consist of members of staff who are identified as shielding or living with anyone who is shielding, as well as those who school has identified as vulnerable or excessively anxious about returning. This team will also be responsible for making a minimum of weekly welfare phonecalls to those children and their families who are not in school, and keeping a running record of this contact. The Safeguarding Team will continue to support vulnerable children who choose not to be in school, and will continue with regular liaison with Social Workers.</li> </ul>			
<p><b>Curriculum Approach:</b>        Groups will be taught by the same Teacher or TA. There will be a clear structure and timetable which will be shared at the weekly SLT/MLT review meetings. The focus of the Curriculum will be Maths, Reading, Writing, Topic and PSHE/Emotional Wellbeing/Thinking and Learning Skills, and Phonics, where applicable. All children will be encouraged to read to every day to re-develop reading for enjoyment.</p> <p>Reception/Nursery - PSHE, Basic Self-help Skills, Communication and Fine and Gross Motor Skills, Phonics, preparation for KS1 as appropriate; eg Learning Stamina.</p>			

Year 1 - PSHE, Communication and Fine and Gross Motor Skills, Phonics, Learning Stamina.

Key Worker and vulnerable groups will be grouped as far as possible within their age group and will follow the same timetable as their year group.

**Methods of Assessment of starting points for pupils:**

Engagement in activities and knowledge of where children were before lockdown;

Engagement through Class Dojo and returning work to school;

Conversations with Teachers during lockdown.

**Number of pupils accessing different types of home learning packages:**

It is not known who is accessing learning due to language barriers and lack of suitable technology. However, we know that every child has been given fortnightly paper learning packs and all have received information and support to access online learning, if they have the technology to do so. We also know which families have engaged with their Teacher via Dojo .

**Identified gaps in pupils' learning:**

Once the gaps are identified these can be incorporated into the first quality teaching provided by Teachers.

**Starting points for Reading, Writing and Mathematics Learning Objectives:**

Based on initial AfL, engagement activities and prior knowledge.

**Identified needs within specific pupil groups to inform PHSE input:**

This will be done with response to conversations had with pupils, parents and in response to activities completed.

**Approaches to Curriculum Design beyond the Core Subjects including, Rationale:**

The aim is to support a calm, caring learning environment for all pupils. Teachers, as always, will be trusted to use their professional judgement.

Guidance will be to use the theme for the last half term and develop this.

Friday will include a timetabled slot for teams to liaise remotely to ensure consistency in school and at home. This will also give staff the opportunity to make home visits if needed during the day as has happened during lockdown.

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Number of pupils eligible to access provision in school		Number of staff available to provide care in school:	Most staff available
Children of Key Workers:	12		
Vulnerable:	13		
Number of staff working from home to support pupils:	4	Free School Meal provision:	TBA following guidance from Government. School utilised Edenred vouchers in previous lockdown.
Number of staff who are required to shield (clinically vulnerable and/or extremely clinically vulnerable)	4	Number of pupils who are required to shield:	0

<p>Arrangements for PPE for staff in school:</p> <ul style="list-style-type: none"> <li>• PPE requirements for members of the school community will be communicated</li> <li>• PPE required - Facemasks, disposable aprons, additional gloves, hand wipes - for first aid (all purchased and ready);</li> </ul>
<p>Please confirm arrangements made with cleaning staff/suppliers (please share DDAT hygiene standards with cleaners/supplier):</p> <ul style="list-style-type: none"> <li>• Daily cleaning will be undertaken within hours already contracted by the Site Manager and cleaners. Deep cleaning will take place on Thursday and Friday, as detailed above, in addition to the normal coronavirus daily cleaning which is already taking place</li> <li>• Additional cleaning will take place at lunchtimes in classrooms, Teachers and TAs will do this.</li> <li>• Classrooms will have minimal equipment in them, all soft furnishings will be removed if possible, and EYFS activities will follow guidance.</li> <li>• As the groups of children will be using the same space and same equipment each day, cleaning with anti bacterial spray will take place at the end of the day. Thorough cleaning of toys and equipment will take place weekly using sterilising fluid.</li> </ul>

**Appendix A: Notification to Parents/Carers of Tier 4 Local Lockdown Arrangements (to be adapted with specific measures in place for schools in area affected)**

**RE: School Arrangements Following Announcement of Tier 4 Local Lockdown in Derby / Derbyshire**

Dear parents and carers,

We have been informed today that Derby/Derbyshire will be subject to additional restrictions to limit the spread of coronavirus (COVID-19). As such, I am writing to you to outline the arrangements for school that will come into effect from midnight on INSERT DATE.

The school will be open only to those children of critical workers and vulnerable children, as defined here: <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

If your child is eligible to access childcare provision, we will contact you directly to confirm. If you believe your circumstances have changed since we first assessed your child's eligibility, then please contact the school on INSERT EMAIL ADDRESS. It is important to remind our school family that we are only able to offer a limited number of places to ensure that our school can continue to operate safely and so we can contribute to minimising the spread of the infection in our area.

**Remote Learning Arrangements**

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It is important that the pupils who will be learning from home continue to complete educational tasks set by their teacher.

The school understands that each family's circumstances and their access to learning material for their children differs, and the responsibility to provide educational support at home can be difficult for families. It is, however, important that pupils remain engaged in education, even when they are not attending the school site. Where the school is providing online teaching, we would encourage all pupils to attend to ensure they are not missing out on vital education.

ADAPT AS NECESSARY: [The school has arranged for pupils to access learning material remotely via an online learning portal, and for emails to be sent to you or your child's email address detailing when tasks are to be completed by. To ensure pupils continue to receive a high-quality education outside of school, the school monitors pupils' attendance and their engagement with remote learning in line with our Pupil Remote Learning Policy.]

These remote learning arrangements are in place to ensure that all pupils have access to education during this period of [partial closure / isolation]. We are, therefore, concerned that pupils who do not attend remote learning sessions or complete tasks adequately will fall behind their peers and struggle with lesson content when regular school activity resumes.

We advise all parents to make every effort to ensure that their child has access to and completes the learning material provided. Should your child be unable to access the learning material, please contact your child's teacher via email as soon as possible. If your child is unwell and is unable to attend remote learning sessions, please inform the school office on telephone number

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by no later than 8:00am, or as soon as possible should your child become unwell during the school day.

If, for any reason, you or your child experiences difficulties with the current remote learning arrangements, please do not hesitate to contact the **headteacher** via **email** at **email address**, or via **telephone** on **telephone number** to discuss any alternative arrangements.

We understand that this is a very worrying time for everyone in our community and we are here to support your child in any way that we can. If you have any specific concerns that you would like to discuss with the school, please contact the school office on INSERT NUMBER.

We will keep you updated on any changes to the local restrictions and how this impacts on the school.

Yours Sincerely,

Headteacher

**Appendix B – Remote Learning Policy (Draft to be approved by Governors)**

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# Pupil Remote Learning Policy

September 2020

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## Appendix

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**Statement of intent**

At Firs Primary School we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

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### 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- GDPR - Data Protection Policy

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- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Accessibility Policy
- Marking Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- Acceptable Use Agreement the Internet and Communication Policy
- Children Missing from Education Policy

**2. Roles and responsibilities**

The Local Governing Body is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

The headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.

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- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The School Business Manager (with support from the Trust DPO) is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

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- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the school's ICT support to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, (and where the DSL is not the Headteacher, liaising with the headteacher) and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working Ensuring all safeguarding incidents are adequately recorded and reported.

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The SENCO is responsible for:

- Liaising with the school's ICT support to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

The school's ICT support are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.

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- Reporting any health and safety incidents to the Headteacher and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out by their class teacher, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times advised by their class teacher.
- Reporting any absence in line with the attendance rules in school.
- Ensuring their child uses the equipment and technology used for remote learning as intended.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.

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- Ensuring they are available to learn remotely at the times set out by their class teacher, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

**3. Resources**

**Learning materials**

The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Work booklets
- Email
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Reading tasks
- Live classes
- Pre-recorded video or audio lessons

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Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school by prior arrangement.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.

Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

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Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through Derby Diocesan Academy Trust (DDAT).

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with [section 7](#) of this policy.

The school's ICT support are not responsible for providing technical support for equipment that is not owned by the school.

**Food provision**

The school will signpost parents via letter towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

Where applicable, the school **may** provide the following provision for pupils who receive FSM:

- Keeping the school canteen open during lunchtimes
- Making food hampers available for delivery or collection
- Providing vouchers to families

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**Costs and expenses**

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises.

The school will not reimburse any costs for childcare.

If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

**4. Online safety**

This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.

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- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will consult with parents as soon as possible prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

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The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The school will advise parents and carers of any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

**5. Safeguarding**

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

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The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

Phone calls made to vulnerable pupils will be made using school phones where possible.

The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded on paper and suitably stored.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits **must**:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the pupil.

Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

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The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately.

Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

**6. Data protection**

This section of the policy will be enacted in conjunction with the school's GDPR - Data Protection Policy.

Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

All contact details will be stored in line with the Data Protection Policy and retained appropriately.

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The school will not permit paper copies of contact details to be taken off the school premises.

Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

Any breach of confidentiality will be dealt with in accordance with the school's GDPR – Data Protection Policy.

Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

**7. Marking and feedback**

All schoolwork completed through remote learning must be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked in line with the Marking Policy.
- Returned to the pupil, once marked, by an agreed date.

The school expects pupils and staff to maintain a good work ethic during the period of remote learning.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.

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Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.

Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

**8. Health and safety**

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

If using electronic devices during remote learning, pupils will be encouraged to take a five minute screen break every two hours.

Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

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**9. School day and absence**

Pupils will be present for remote learning by 9:00am and cease their remote learning at 3:30pm from Monday to Friday, with the exception of breaks and lunchtimes.

Breaks and lunchtimes will be advised by the class teacher. Pupils are not expected to do schoolwork during breaks and lunchtimes.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

Parents will inform their child's teacher no later than 8:30am if their child is unwell.

The school will monitor absence and lateness in line with the Attendance Policy.

**10. Communication**

The school will ensure adequate channels of communication are arranged in the event of an emergency.

The school will communicate with parents via letter and the school website about remote learning arrangements as soon as possible.

The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.

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Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

Members of staff will have contact with their line manager once per week.

As much as possible, all communication with pupils and their parents will take place within the school hours outlined in section 9.

Pupils will have verbal contact with a member of teaching staff at least once per week.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

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**11. Monitoring and review**

This policy will be reviewed on an annual basis by the headteacher.

Any changes to this policy will be communicated to all members of staff and other stakeholders.

The next scheduled review date for this policy is September 2021.

**Appendix - Remote Learning During the Coronavirus (COVID-19) Pandemic**

Within the ever-changing circumstances we are currently living through, we have to be prepared for local lockdowns. In the event of a local lockdown, the school will implement provision for remote learning, so pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines how we will deliver remote education during the pandemic.

**1. Contingency planning**

The school will open to all pupils at the start of the Autumn term, in line with national and local guidance.

The school will work closely with the LA and DDAT to ensure the premises is 'COVID-secure', and will complete all necessary risk assessments – results of the opening risk assessment will be published on the school's website.

The school will work closely with the local health protection team when entering into a local lockdown and implement the provisions set within their contingency plan.

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The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.

If there **is not** a local lockdown, but a single class or 'bubble' needs to self-isolate, the school will implement remote learning immediately for that group.

**2. Teaching and learning**

All pupils will have access to high quality education when remote working.

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

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- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

All provisions for remote learning will be subject to the class group's age and ability.

In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not make the decision lightly.

Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

### **3. Returning to school**

The headteacher will work with the LA and DDAT to ensure pupils only return to school when it is safe for them to do so.

After a period of self-isolation, or the lessening of local lockdown rules, the headteacher will inform parents when their child will return to school.

The headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

### **4. Monitoring and review**

This policy annex will be reviewed in line with any updated to government guidance.

All changes to the policy will be communicated to the relevant members of the school community.

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