

Education Continuity Plan

The DfE's Guidance for Full Opening: Schools¹, which was in effect throughout the Autumn term, has now been superseded by a third national lockdown. The following summary statements are taken directly from School National Restrictions: guidance, which can be found in full [here](#):

During the period of national lockdown, schools, alternative provision (AP), special schools, colleges and wraparound childcare and other out-of-school activities for children should allow only vulnerable children and young people and the children of critical workers to attend (recognising that the characteristics of the cohorts in special schools and alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate). All other pupils and students should not attend and should learn remotely until February half term.

We know that receiving face-to-face education is best for children's mental health and for their educational achievement. We will continue to review the restrictions on schools, colleges and universities and will ensure that children and young people return to face-to-face education as soon as possible. Limiting attendance does not suggest that schools and colleges have become significantly less safe for young people. Instead limiting attendance is about supporting the reduction of the overall number of social contacts in our communities. We have resisted restrictions on attendance at schools since the first lockdown but, in the face of the rapidly rising numbers of cases across the country and intense pressure on the NHS, we now need to use every lever at our disposal to reduce all our social contacts wherever possible. 6 For vulnerable children and young people and the children of critical workers, who should still attend school or college, as they did in March to July, and their teachers, the system of protective measures means that any risks are well managed and controlled.

When the lockdown is lifted, we expect to revert to a similar approach as the one employed in the Autumn term. As such, this ECP continues to reference different scenarios, with school level detail for current circumstances during this period of national lockdown contained in the Appendices.

Government guidance for contingency planning in areas of local lockdowns was published on 28th August. Restrictions in education settings are to be based on a system of four tiers which are intended as measures of "last resort" in those areas subject to local restrictions. These are as follows:

Tier 1: fully open to all pupils full time, with face coverings required in corridors and communal areas for settings with pupils in Year 7 and above.

Tier 2: Secondary schools and colleges to use rotas to help break chains of transmission, though vulnerable young people and the children of critical workers will be allowed to attend full time; a similar model will apply to FE providers. The 'face covering in communal areas' rule will apply (settings with pupils in Year 7 and above). Primary schools, early years, special schools, AP providers and other specialist settings remain open to all pupils (guidance on planning a tier 2 rota model has been published).

Tier 3: Childcare, nurseries, primary schools, AP, special schools and other specialist settings remain open. Secondary schools, FE colleges and other educational establishments will remain open for vulnerable young people, the children of critical workers and selected year groups (to be identified by the DfE). Remote education to be provided for other pupils. The 'face covering in communal areas' rule will apply for those on site (settings with pupils in Year 7 and above).

Tier 4: All nurseries, childminders, mainstream schools, colleges and other educational establishments will remain open to vulnerable children and the children of critical workers only. AP, special schools and other specialist settings will allow for full-time on-site attendance. Remote education to be provided for all other pupils. The 'face coverings in communal areas' rule will apply (settings with pupils in year 7 and above).

England is now in Tier 4.

Scenario 1 – a child, or small number of children, are required to isolate.

The following measures and approaches will be utilised by HHS in the event that a child, or small number of children across the school, are required to isolate.

A small number of hard copy packs for each year group are stored in the school so that there is no delay in sending resources home (for example, if a child develops symptoms in school and requires collecting). If a child develops symptoms at home, every effort will be made to deliver the pack to the door step. Contents of the packs are broadly described below, in Scenario 2. Expectations for work will also be dependent on the child's health and their ability to complete work at home during this period. Purple Mash activities and a minimum of a weekly Zoom from the classroom, as well as keeping in touch calls and emails from staff, will also be provided throughout a period of isolation.



The above is still applicable to those attending the site (children of critical workers and those deemed vulnerable). Dual learning is set up and those children previously attending school, who need to revert to home learning for a period of time, will be supported as above.

Scenario 2 – a whole class, or classes, are required to isolate.

The following measures and approaches will be utilised by HHS in the event of a full or partial closure. The initial set-up guidance assumes that a class, or classes, need to isolate due to advice from the Local Health Protection Team (e.g. due to an ‘outbreak’, which is classified as 2 or more cases within a 14-day period). Specific circumstances and both the school’s and HPT’s risk assessments will inform the nature of the partial closure and parents and carers will be advised as appropriate should this arise.

We will be continuing to utilise the online learning tools that children and families successfully engaged with during the Spring and Summer terms last year. There will be activities that children can access independently or, in the case of our younger pupils, can complete with parental support. There will be a mix of hard copy and practical resources, and electronic instructions, activities and guidance. Daily sessions of literacy and maths, alongside a range of practical and creative activities will continue. Reading remains a core priority across all year groups. Classes will have regular contact with their class teacher, teaching assistant and specialist teachers across the week. This includes phone calls, ‘live’ sessions via Zoom and interactions on the Purple Mash blog. Members of SLT, our office managers and any other staff as necessary will also be in direct contact with families, and we strongly encourage all our parents and carers to keep in regular contact so that we can support and advise as necessary.

The above is still applicable, including for children attending site who may need to revert to home learning for a period of time.

Overview of initial set up (2 week period of isolation):

	Hard copy packs – as required	TTRS	ILD	PM Blogs & 2Dos
Reception	<ul style="list-style-type: none"> • 3-4 appropriate phonic reading books (or WT 1-7 laminated mats) and 3 library books (NF and F) • Initial and cvc word worksheets • Speed sound work book • Number line to 30 and a bead string • Addition and subtraction work sheets • Exercise book to record work • Art resources • Writing and colouring pencils/crayons • Purple Mash overview letter and log ins • ILD letters for those who still needed to log in. 	No	Yes	Yes
Year 1	<ul style="list-style-type: none"> • 2-3 RWI books and 2-3 picture books for shared reading (NF and F) • Number line to 50 and a bead string • Handwriting book • Writing book • Activities to do Inside sheet • Art resources • Writing and colouring pencils/crayons • Purple Mash login sheet 	No	No	Yes
Year 2	<ul style="list-style-type: none"> • 3 RWI books • 2-3 library and AR books (NF and F) • Number line and bead string • Writing book • Maths activities across the curriculum with a focus on fluency in number. • Literacy SPAG practice and creative writing stimulus. • Art resources • Topic suggestion sheets with projects set by teachers from Summer or current topics and suggestions from the children about projects they’d like to do. • Purple Mash log in sheet • Accelerated Reader log in sheet 	Yes	No	Yes



Year 3	<ul style="list-style-type: none"> • 2-3 library and AR books (NF and F) • Number line and bead string • Writing book • Creative writing activities • Work from maths units • Purple Mash log in sheet • Accelerated Reader log in sheet 	Yes	No	Yes
Year 4	<ul style="list-style-type: none"> • 2-3 library books (NF and F) • Number line and bead string • Writing book • Creative writing activities • Work from maths units • Purple Mash log in sheet • Accelerated Reader log in sheet 	Yes	No	Yes
Year 5	<ul style="list-style-type: none"> • 2-3 library books (NF and F) • Number line and bead string • Writing book • Creative writing activities • Work from maths units • Purple Mash log in sheet • Accelerated Reader log in sheet 	Yes	No	Yes

Daily learning expectations

	<p><i>Whole school core principles:</i></p> <ul style="list-style-type: none"> • 3-5 lesson activities provided per day, with some flexibility on when they are completed (up to 48 hour completion time) and options to complete off-line. Daily maths and English (including phonics/early literacy) sessions will be provided for all children. Minimum DfE requirements met (3 hours a day for KS1 and 4 hours a day for KS2). • As much as possible, in-school learning and timetables will be aligned with home learning schedules. Flexibility for being able to manage this at home is accounted for. • Minimum of 3 x live inputs for both literacy and maths provided weekly via Zoom. Live teaching provided across the curriculum throughout the week (e.g. PSHE, topic, science, Spanish etc) • Recorded sessions (such as maths meetings, assemblies – including celebration, story time) provided weekly via YouTube or video sharing on Purple Mash • Range of blogs provided weekly to provide support and regular contact with all families (see also pastoral care and well-being below) • Daily reading insisted upon for all year groups • Creative subjects, including art and music continue • Daily outdoor and/or PE activity • Links and recommendations for supplementary/consolidation/extension activities to access throughout the duration of the day/week
Reception	<p>Each day a new 'activities to do' entry is added on the blog (which is also copied on to ILD so it covers both platforms). There are usually 5-6 suggested activities including;</p> <ul style="list-style-type: none"> • PE (alternates between Joe Wicks – previous editions, Boogie Beebies and Andy's Wild Workouts); • Phonics, with an appropriate RWI online lesson, then a 2Do on Purple Mash with sound work and a hold a sentence; • Handwriting, with a set of letters each day (extension: spelling work using the sounds they have practised); • Maths, with either a 2Do quiz on Purple Mash or another maths game online (e.g. Topmarks), plus an alternative activity to do at home instead of online. • Topic or RE; mixture of science, music and art activities. Some are on Purple Mash and others can be done on either PM or on their own medium and they can send in photos/videos <p>Parents are also encouraged to allow the children their usual 'independent learning time', giving them a chance to use their imagination and explore previous learning through toys and resources at home.</p>
Year 1	<ul style="list-style-type: none"> • At least 1 maths and phonics activity a day either in books, on the blog or Purple Mash 2Do (including input and follow up via Zoom sessions across the week) • Daily handwriting in handwriting books • At least 20 minutes of reading every day • Daily Arts (art, DT, music, drama) or PE activity • Daily outdoor or family activity



Year 2	<ul style="list-style-type: none"> At least 1 Maths and Literacy activity a day either in books, on the blog or Purple Mash 2Do (including input and follow up via Zoom sessions across the week) Daily handwriting in handwriting books At least 30 minutes of reading every day. Daily Arts (art, DT, music, drama) or PE activity 1 Outdoor activity a day/ PE activity (suggested on the paper topic home packs and on the blog)
Year 3	<ul style="list-style-type: none"> Literacy activity set on blog completed in workbooks and/or on 2Do Maths activity set on blog completed in workbooks and/or on 2Do (including input and follow up via Zoom sessions across the week for both literacy and maths) Daily handwriting in handwriting books At least 30 minutes of reading every day. Topic or Science activity set on blog completed in workbooks and/or on 2Do Daily Arts (art, DT, music, drama) or PE activity
Year 4	<ul style="list-style-type: none"> Literacy activity set on blog completed in workbooks and/or on 2Do Maths activity set on blog completed in workbooks and/or on 2Do (including input and follow up via Zoom sessions across the week for both literacy and maths) Daily handwriting in handwriting books At least 30 minutes of reading every day. Topic or Science activity set on blog completed in workbooks and/or on 2Do Daily Arts (art, DT, music, drama) or PE activity
Year 5	<ul style="list-style-type: none"> Literacy activity set on blog completed in workbooks and/or on 2Do Maths activity set on blog completed in workbooks and/or on 2Do (including input and follow up via Zoom sessions across the week for both literacy and maths) Daily handwriting in handwriting books At least 30 minutes of reading every day. Topic or Science activity set on blog completed in workbooks and/or on 2Do Daily Arts (art, DT, music, drama) or PE activity

Weekly learning expectations

	<p><i>Whole school core principles</i></p> <ul style="list-style-type: none"> <i>Green Time Zoom meeting</i> <i>Access a range of 'useful links' and additional resources</i> <i>Weekly SOTW assembly</i> <i>PE/Outdoor Learning activity at least 3 times a week</i> <i>Arts activities at least twice a week</i> <i>Science activities at least twice a week</i> <i>Humanities, RE, PSHE, Spanish and P4C – all at least once a week</i>
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Indicative EYFS, KS1 and KS2 home learning timetables:

Please refer to [Appendix 2](#) for January update

EYFS	9am	10am	11am	12 noon	1pm	2pm-3pm
Monday	Phonics & Literacy activities; H/W (Zoom)	Maths & Number work	PE	Lunch and play	Learning through play	Topic or family activity
Tuesday	Phonics & Literacy activities; H/W	Maths & Number work	Art (Zoom)	Lunch and play	Topic or family activity	Outdoor Learning
Wednesday	Phonics & Literacy activities; H/W	Maths & Number work	PSHE	Lunch and play	P4C (Zoom)	Topic or family activity
Thursday	Phonics & Literacy activities; H/W	Maths & Number work	Music (Zoom)	Lunch and play	Outdoor Learning	Learning through play
Friday	Phonics & Literacy activities; H/W	Maths & Number work	PE	Lunch and play	Celebration assembly (video)	Green Time (Zoom)

KS1	9am	10am	11am	12 noon	1pm	2pm	3pm-3.30pm
Monday	Phonics & Literacy; H/W	Maths & Number work	Music (Zoom)	Lunch and play	Science	Outdoor Learning	Spanish



Tuesday	Phonics & Literacy; H/W (Zoom)	Maths & Number work	PSHE	Lunch and play	PE	Computing	AR
Wednesday	Phonics & Literacy; H/W	Maths & Number work	Art (Zoom)	Lunch and play	Outdoor Learning	RE	Independent Reading
Thursday	Phonics & Literacy; H/W	Maths & Number work	Science	Lunch and play	History/ Geography	PE	Independent Reading
Friday	Phonics & Literacy; H/W (Zoom)	Maths & Number work	P4C	Lunch and play	Celebration assembly (video)	Green Time (Zoom)	

KS2	9am	10am	11am	12 noon	1pm	2pm	3pm-3.30pm
Monday	Maths (Zoom)	English & H/W	Computing	Lunch and play	Science	PE	Independent Reading
Tuesday	Maths	English & H/W (Zoom)	P4C	Lunch and play	Music (Zoom)	Outdoor Learning	Spanish
Wednesday	Maths	English & H/W	Science	Lunch and play	Outdoor Learning	History/ Geography	AR
Thursday	Maths	English & H/W	Art (Zoom)	Lunch and play	PE	RE	Independent Reading
Friday	Maths	English & H/W (Zoom)	PSHE	Lunch and play	Celebration assembly (video)	Green Time (Zoom)	

Please note these timetables are a guide only and subject to change depending on circumstances, including availability of staff.

Please also be assured that we are acutely aware that home learning impacts on the set up at home, and there are many challenges for families to navigate! Flexibility is built into every timetable to ensure children can access as much of their learning as is possible – and practical. Specific timetables and expectations for home learning will be communicated directly by class teachers and phase leaders in the event of partial or full closure. We ask that parents and carers remain in regular contact with their child's/children's class teacher/s throughout any period of isolation. We are always happy to advise on any aspect of the curriculum, or home learning structures generally.

Learning supports

Children will have daily English and mathematics tasks that are based on new learning as well as opportunities to consolidate previous topics. There will also be set tasks relating to subjects in the wider curriculum (science, R.E. history, geography etc).

Children will receive information for curriculum tasks via Zoom or Purple Mash. In specific circumstances, teachers may also email, call or text families via our school MIS to ensure relevant information and guidance has been received. The teachers will explain concepts through a variety of methods including both written and verbal instructions, and videos that children can access and revisit if necessary.

Children will be able to organise their day according to their own circumstances depending on their access to IT resources and adult support. There will be some timetabled 'live' blog sessions, which will be shared with year groups and classes as necessary. Tasks will need to be submitted within the timeframe allocated, which is typically 24 hours. The tasks will take a range of forms including written responses, online quizzes/assessments, educational games and videos.

Children will have opportunities for contact with their class teacher during scheduled blog sessions and during class or group Zoom sessions. Children will also be able to comment on any work they submit through Purple Mash so that teachers can respond and support as necessary. Children are familiar with both Purple Mash and Zoom, and very adept now at using them! Reminders and instructions for parents and children will be provided. Resources will also be available for children in Reception. There will also be practical learning opportunities and these would be followed with suggestions for activities that the children can do to consolidate and apply their learning.



Pastoral Care & Well Being

Halley House remains committed to maintaining our warm and nurturing environment beyond the school building, during what may be another confusing and challenging time for our children. Mental health and well-being is integral to our educational provision and there are clear plans in place to continue to support our whole community.

Children	Provision
All	<ul style="list-style-type: none">• Daily electronic communication via Purple Mash or ILLD, including use of blogs and responses to submitted work• At least weekly telephone calls from a member of staff• Regular Zoom or video sessions (at least 8 across the week) by staff• Weekly email contact with all parents via MIS with whole school updates• Fortnightly newsletter continues• Weekly log of contact by CTs sent to Phase Leaders
EHCP & SEND	In addition to All: <ul style="list-style-type: none">• At least twice weekly telephone calls from a member of staff• Weekly Zoom meeting or call from Inclusion Team member• Home visits under ongoing review – instigated if concerns escalate
CP/CIN/CSC involvement	In addition to All: <ul style="list-style-type: none">• At least twice weekly telephone calls from a member of staff if not on site (weekly if so)• Weekly Zoom meeting or call from Designated Team member• Home visits under ongoing review – instigated if concerns escalate• Weekly telephone conversation by member of Designated Team with allocated Social Worker or relevant SW team
Vulnerable	In addition to All: <ul style="list-style-type: none">• At least twice weekly telephone calls from a member of staff if not on site (weekly if so)• Weekly Zoom meeting or call from Designated Team member• Home visits under ongoing review – instigated if concerns escalate• Weekly therapeutic input to continue (in school or via Zoom depending on child/family circumstances e.g. key worker)• Care packages provided

Catering

School-sourced vouchers to be distributed to families on a fortnightly basis in the absence of a national voucher scheme. On site freshly prepared hot meals will be available to all children attending (UIFSM for children in year Reception-2 and paid meal for KS2 unless eligible for FSM).

Staffing

In the event of a staff member, or staff members, being required to isolate the following steps will be taken to continue learning:

- Class teachers who are able to work remotely from home (i.e. are not symptomatic and are well enough to continue working) will do so. Class teachers who are ill will be covered in the usual way by school staff in the event of absence – i.e. by members of non-class based teaching staff, which includes SLT, in the first instance.
- Specialist teachers who are able to work remotely from home (i.e. are not symptomatic and are well enough to continue working) will do so. Specialists who are ill will be covered by another member of staff wherever this is possible; the curriculum will be temporarily adapted if not.
- Teaching assistants who are able to work remotely from home (i.e. are not symptomatic and are well enough to continue working) will do so. Teaching assistants who are ill will be covered by another member of staff to ensure sufficient support for learning for the class/es isolating. This may be any member of the staff team (e.g. TA, CT, SLT)
- Office and site staff who are able to work remotely from home (i.e. are not symptomatic and are well enough to continue working) will do so. Office or site staff who are ill will be covered by another member of staff (e.g. SLT) to ensure school administration continues to run efficiently. A temporary supply cleaner will be sought in the event of the school cleaner being unable to work.
- Catering staff who are unable to attend the site will be temporarily replaced by our catering company, Caterlink.
- SLT who are able to work remotely from home (i.e. are not symptomatic and are well enough to continue working) will do so. The DHT will deputise for the HT in the event of absence from work, and the AHT will deputise for the absence of the DHT. Middle Leaders will deputise as necessary for the absence of the AHT.

Any combination of absence as detailed above will be reviewed by the HT and SLT, with contingency plans put in place once the specific circumstances are known. Regular contact with staff who are isolating will continue, with the main point of contact being the employee's direct line manager. Staff will continue to be encouraged to maintain their contacts with colleagues as they would normally, in addition to the slightly more formal welfare and health check conducted by the line manager and/or member of SLT.



Online training programme/ongoing CPD

A range of online CPD is still available for all staff in the event that working remotely is necessary. An updated list will be recirculated to staff of courses that are easily accessible. The school recommends a minimum of 1 course to be completed during a 14-day period of isolation and remote working, health permitting.

Scenario 3 – local or national lockdown (Tier 4).

The following measures and approaches will be utilised by HHS in the event of a local or national lockdown.

The overall school approach will follow measures successfully implemented in March 2020, as well as incorporating much of the detail outlined in Scenario 2. Children of keyworkers and those identified as vulnerable will be offered in-school provision, which will be covered by staffing rotas. Key staff in school will include non-class based staff, including specialist teachers and members of SLT. Support staff will also lead and support groups in school across the week as necessary. This is to ensure class teachers can continue to deliver as much of the curriculum as possible to their whole class (whether children are at home or in school). A combination of hard copy packs, Purple Mash, ILD, video and Zoom sessions will be utilised across our year groups, with specifics shared by class teachers and phase leaders.

In the event of changes to our current in-school provision, all parents and carers will be immediately informed.

Please ensure we hold the most up to date contact details for you. If you need to make any updates, please contact the school office as a matter of urgency. Thank you.



Appendix 1 – specific overview for January 2021

The school has implemented the ECP for Scenario 3, following rapidly changing circumstances in the following timeline:

Wednesday 30 th December 2020	Primaries in 49 named priority areas are instructed to deliver remote learning for the first two weeks of the Spring term for all children excepting those of critical workers and those deemed vulnerable. This is increased to 50 during the same day with the addition of the mistakenly omitted borough of Redbridge. An initial national review date of 18 th January is suggested.
Thursday 31 st December 2020	A further 10 London boroughs, including Hackney, are added to Annex A following widespread and serious concerns in education communities about national decision-making processes, and Halley House makes immediate plans to instigate the ECP under Scenario 3. No national response is forthcoming to queries raised.
Monday 4 th January 2021	A further government announcement instructs all schools in England to deliver remote learning with immediate effect, and that a third national lockdown will come into effect at 00.01am on Wednesday 6 th January 2021. The position for schools, within the national lockdown, will be reviewed at the February half term.

DfE remote learning expectations are as follows:

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:*
 - *primary: 3 hours a day, on average, across the school cohort*
 - *secondary: 4 hours a day, with more for pupils working towards formal qualifications this year*
- *provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos*
- *have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern*
- *gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate*
- *enable teachers to 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*

On-site provision

DfE advice is as follows:

Schools have been closed to most pupils during the lockdown not because they are unsafe, but because the government is taking every possible measure to reduce cases in the community and protect the NHS. It does not undermine the lockdown to host vulnerable and critical worker children on site during this period. Critical workers are classified as parents whose work is critical to the coronavirus and EU transition response. A full list can be found [here](#). A definition of what classifies as a vulnerable child can be found [here](#).

Provision will be made available on-site for children of critical workers and those deemed vulnerable. This provision will allow equality of opportunity of curriculum access for those in school and at home. **Children receiving educational provision on site will remain in their year group bubble during this period.** Please also refer to timetables in Appendix 2.



Appendix 2 – learning

Remote learning timetables by year group Reception

	Monday DA in school/HK Zoom support	Tuesday HK in school/Zoom support	Wednesday HK in school/Zoom support	Thursday KH in school/Zoom support	Friday DA in school/KH Zoom support
8:30 – 8:50	Arrival, registration, handwriting and calendar				
9:00 – 09:30	Zoom: RWI/Phonics - recap set 1 sounds -word time 1.5 -hold a sentence	Zoom: RWI/Phonics - recap set 1 sounds -word time 1.5 -hold a sentence	Zoom: RWI/Phonics - recap set 1 sounds -word time 1.5 -hold a sentence	Zoom: RWI/Phonics - recap set 1 sounds -word time 1.5 -hold a sentence	Zoom: RWI/Phonics - recap set 1 sounds -word time 1.5 -hold a sentence
9:30- 10:30	Continuous provision/1:1 reading	Continuous provision/1:1 reading	Continuous provision/1:1 reading	Continuous provision 10:00 – 10:30 Music RC to deliver zoom input Continuous provision/1:1 reading	Continuous provision/1:1 reading
10:30 – 10:45	Snack/story time online	Snack/story time online	Snack/story time online		Snack/story time online
10:45 – 11:15	PE in school Online Learning, links provided	Art in school Zoom: Topic	Topic (delivered in school) Zoom: Art		Zoom: SOTW&P4C - Show and tell - Stars of the week
11:15 – 11:45	Continuous provision	Continuous provision	Continuous provision		Continuous provision
11:45 – 12:45	Lunch Time				
12:50 – 13:20	Zoom: Maths	Zoom: Maths	Zoom: Maths	Zoom: Maths	Independent Maths: (links provided) Outdoor Adventures at home Green time/ Continuous Provision (DA PPA)
13:05 – 14:00	Continuous Provision/Maths challenge	Continuous Provision/Maths challenge	Continuous Provision	Continuous Provision/Maths challenge	
14:00 – 14:15	PD – Boogie Beebies or Andy’s Wild Workouts	PD – Boogie Beebies or Andy’s Wild Workouts	PD – Boogie Beebies or Andy’s Wild Workouts	PD – Boogie Beebies or Andy’s Wild Workouts	
14:20 – 15:00	Continuous Provision/PM tasks	Continuous Provision/PM tasks	Continuous Provision/PM tasks	Continuous Provision/PM tasks	
15:00 – 15:15	Book Time	Book Time	Book Time	Book Time	
15:15 – 15:25	Home time routine and dismissal at 15:25				



Year 1

	Monday	Tuesday	Wednesday	Thursday	Friday
9:30 – 10:30	RWI (Zoom) 9:30am start Ms Khatun's and Ms Syms'	RWI (Zoom) 9:30am start Ms Khatun's and Ms Syms'	RWI (Zoom) 9:30am start Ms Khatun's and Ms Syms'	RWI – Independent Write	Spelling, Grammar and Punctuation
	RWI – Ms Tracey 10:30am – 11.00am	RWI – Ms Tracey 10:30am – 11.00am	RWI – Ms Tracey 10:30am – 11.00am	Maths	Handwriting (15mins) (Literacy blog)
10:30-10:45	Handwriting	Independent Reading	Handwriting	Independent Reading	Independent Reading
10:40-10:55	Break time	Break time	Break time	Break time	Break time
11:00-11:45	Maths (Zoom) 11:00am start	Maths (Zoom) 11:00am start	Maths (Zoom) 11:00am start	Music (Zoom) 10:45am start	Maths – independent work on Purple Mash
11:45-12:45	Lunch time	Lunch time	Lunch time	Lunch time	Lunch time
12:45-13:15	PSHCE (Zoom) 12:45pm start	Topic (Zoom) 12:45pm start	PE (Zoom) 12:45pm start	Art (Zoom) 12:45pm start	SOTW Celebration Assembly
13:15-14:15	Science	Spanish	Geography	Science	Outdoor Adventures and PE activities
14:15-15:15	RE	Computing	Topic	P4C & PSHCE	
15:15-15:30	Story time	Story time	Story time	Story time	Green Time ☺



Year 2

	Monday	Tuesday	Wednesday	Thursday	Friday
9:30 – 10:30	Literacy Zoom input and task	Literacy Zoom input and task	Literacy Zoom input and task	Literacy Purple Mash blog and task	Literacy Zoom input and task
10:30-10:45	Break time	Break time	Break time	Break time	Break time
10:45-11:00	Independent reading	Independent reading	Independent reading	Independent reading	Independent reading
11.00-12:00	Maths Zoom input and task	Maths Zoom input and task	Maths Zoom input and task	Maths Purple Mash blog and task	Maths Zoom input and task
12:00 – 13:00	Lunch Time				
13:15 – 14:15	Science Purple Mash blog and task	RE Purple Mash blog and task	Topic - History Purple Mash blog and task	Spanish Zoom Input and task	Outdoor Adventures/PE (13:15-14:30) Green time (14:30-15:15) (NA and RM PPA not available)
14:15-15:15 <i>(Cosmos art 13:15 Galaxy 2:45)</i>	Art on Zoom and task	Computing Purple Mash 2Do	PSHE/P4C Purple Mash 2Do	Music Purple Mash 2Do	
15:15-15:30	Story time	Handwriting	Story time	Handwriting	Story time



Year 3

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 10:00	Literacy (Zoom input)	Literacy (Zoom input)	Literacy (Zoom input)	Literacy (Zoom input)	Topic – Ancient Greece (Zoom input)
10:05 – 11:05	Maths (Zoom input)	Maths (Zoom input)	Maths (Zoom input)	PE activities	Science – forces and magnets (Zoom input)
11:15 – 11:30	Break time	Break time	Break time	Break time	Break time
11:30-12:15	P4C discussion task	Spanish on PM including videos	Book review activity on PM	Independent reading & AR	Celebration ppt (Zoom)
12:15 – 1:15	Lunch Time				
1:15 – 2:15	PE activities PSHE on PM RE on PM	Topic on PM (home) Art (in school)	Outdoor Adventures If you can make it to your local park or green space for some activities. All activities will be posted on PM	Science on PM Maths on PM	TTRS (1:15-2:15) Green time (2:15-3PM) (MC PPA not available)
2:15-3:15	Complete literacy/ maths activities from this morning to hand in to Ms Clarke via email/ PM	Art (Zoom input for ch at home) 2:30 Topic on PM (in school)	African drumming and dance workshop via Zoom (2:30-3:30)	Complete literacy/ maths activities from this morning to hand in to Ms Clarke via email/ PM	



Year 4

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 10:00	Maths (Zoom input)	Literacy (Zoom input)	Maths (Zoom input)	Literacy (Zoom input)	Maths (Zoom input)
10:00 – 11:00	Literacy	Maths	Literacy (Zoom input)	Maths	Literacy
11:00 – 11:15	Break time	Break time	Break time	Break time	Break time
11:15-12:15	P4C discussion task Computing	Independent reading & AR	Music	PE	Celebration ppt (Zoom) PSHE
12:15 – 1:15	Lunch Time				
1:15 – 2:15	Topic (Zoom)	Outdoor Adventures If you can make it to your local park or green space for some activities. All activities will be posted on PM	African drumming and dance workshop via Zoom (1:30-2:30)	Spanish (Zoom)	Topic (Zoom)
2:15-3:15	RE	(SMc PPA not available)	Art (Zoom)	History	PE Activities and Green Time



Year 5

	Monday	Tuesday	Wednesday	Thursday	Friday
9:15 – 9:45	PSHE Check in	PSHE Check in	PSHE Check in	PSHE Check in	PSHE Check in
9:45-10:00	Spellings	Spellings	Spellings	Spellings	Spellings
10:00-11:00	Literacy (Zoom)	Literacy (Zoom)	Literacy	Literacy	Literacy (Zoom)
11:00 – 11:15	Break time	Break time	Break time	Break time	Break time (10.30am)
11:15-12:15	Maths (Zoom)	Maths (Zoom)	Maths	Maths (Zoom)	PE (10.45-11.45) Maths 11.45-12.15pm
12:15 – 1:15	Lunch Time				
1:15 – 1:45	Reading	Reading	Reading	Reading	Reading
1:45-2:00	Topic	Handwriting	Handwriting	Art	Handwriting
2:00-2:45		Science	PE		PSHE & P4C
2:45-3:30	Topic	Computing	Spanish	Music	Green time



Appendix 3 – staffing

Core principles from Scenario 2 and 3 have been implemented as planned. Staffing on site has been cut by around 50% on a daily basis to reduce interactions and contacts, whilst maintaining high quality provision both on- and off- site. Hackney commenced the roll out of asymptomatic PCR testing in December 2020, with all staff voluntarily taking tests prior to the start of the Spring term. The school is currently conducting these tests fortnightly. Due to the surplus of lateral flow tests originally earmarked for secondary schools, Hackney have offered LFT to primary schools – HHS has made a request to participate in this and awaits further information. Neither PCR tests nor LFT are/will be compulsory for staff, although uptake is high.

The following principles apply to staffing rotas:

Role	% of working time on site	Working from home activities	Rationale
Senior Leaders (3)	70-80%	<ul style="list-style-type: none"> Supporting online and remote learning across the school Leadership time including CPD 	<ul style="list-style-type: none"> Safeguarding – minimum of two members of Designated Team always on site Additional capacity on site in the instance of a member of staff becoming unwell/needing to self-isolate Daily presence and support for wider staff group and families Reduction of travel time Support (time) for well being
Teachers (7)	40%	<ul style="list-style-type: none"> Leading online and remote learning Safeguarding and welfare calls to families if necessary (i.e. if cannot be completed from school) PPA CPD 	<ul style="list-style-type: none"> Safeguarding – regular face to face contact with some of our most vulnerable children still attending school Capacity to lead learning both on and off site to ensure equality of opportunity Consistent adults in class bubbles Ongoing resourcing as necessary Requests from staff to attend school Reduction of travel time Support (time) for well being
Specialists (5)	70-80%	<ul style="list-style-type: none"> Leading or supporting online and remote learning PPA CPD 	<ul style="list-style-type: none"> Capacity to lead and support learning both on and off site to ensure equality of opportunity, including English tuition Consistent adults in class bubbles Ongoing resourcing as necessary Requests from staff to attend school Reduction of travel time Support (time) for well being
Therapeutic staff (1)	100%	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Direct and remote essential intervention and support for <ul style="list-style-type: none"> Pupils Staff Parents
Teaching Assistants (9)	50-60%	<ul style="list-style-type: none"> Leading or supporting online and remote learning PPA CPD 	<ul style="list-style-type: none"> Safeguarding – regular face to face contact with some of our most vulnerable children still attending school Capacity to support learning both on and off site to ensure equality of opportunity Consistent adults in class bubbles Ongoing resourcing as necessary Requests from staff to attend school Reduction of travel time Support (time) for well being
Office staff (2)	80%	<ul style="list-style-type: none"> Supporting online and remote learning PPA CPD 	<ul style="list-style-type: none"> Safeguarding – including attendance reporting and a range of first level supports for families Core admin functions of school continue uninterrupted, including facilities management Reduction of travel time Support (time) for well being
Site and kitchen staff (5)	100%	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Essential provision continues, including meal provision on site and extensive cleaning regimes.



Appendix 4 – parents and carers

Communications

- Emails from Headteacher prior to start of term outlining provision
- Weekly updates and reminders from Senior Leaders, including HT, about evolving situation – kept as much as possible to a minimum to avoid overload
- Initial email from CTs/Phase Leaders to establish expectations and protocols
- Fortnightly newsletter continues (see also Scenario 2 above)

Free School Meals

School-sourced vouchers whilst confirmation of the national scheme is issued

Technology

Support for devices and connectivity for home learning

- Google Chromebooks available for use (11)
- Vodafone SIM cards available for distribution (50)
- 4G routers to be ordered from DfE if required
- Free mobile data upgrade (service provider/eligibility dependent) highlighted to all families
- Hard copy packs are provided on an individual basis rather than in bulk, not least because of children being unable to return to attend school in January.

Appendix 5 - other

- Staggered start, end, break and lunch times in effect for all year groups. Infant classes enter and exit through the playground and junior classes via the front office
- Breakfast Club provision offered and managed with distancing and hygiene measures in place
- After Care (3.30-5pm) offered on site
- Adults requested to wear face coverings in communal areas
- All areas in building well-ventilated throughout the day
- Rigorous cleaning regimes in place
- Mental health and well-being activities for both staff and families, including regular adult art, cooking and exercise classes offered for free

- Please also refer to updated school Risk Assessment (6 Jan 2021)

ⁱ Taken from the DfE's September 2020 guidance: *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, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.*

