

School name: Hanwell Fields		Completed by: Caroline Tomlinson
Scenario	Provision	Additional considerations
Where a child has symptoms and is self-isolating awaiting a test (possibly 7 days)	<p><i>Home learning Sway week 1 sent out by Deputy including:</i></p> <p><b>Spelling:</b> Stacks of year-group specific, common exception words in Sway to practise in variety of contexts.</p> <p><b>Reading comprehension:</b> set (age appropriate) on Purple Mash by Deputy along with Quiz and associated tasks.</p> <p><b>Literacy:</b> daily writing Sway activity from UL/Oak Academy continuity work embedded into the Home Learning Sway.</p> <p><b>Maths:</b> Set age-appropriate tasks on Mathletics related to the learning.</p> <p><b>Packs of workbooks</b> offered to parents who prefer and/or have poor internet connectivity.</p>	<p><i>Year groups specific Sways created and e-mailed out by Deputy on receipt of notification of absence to parents and cc class teacher.</i></p> <p><i>Send message to ask parents to notify for further support to reduce teacher workload while cc'ing class teacher in.</i></p> <p><i>Offer to drop selection of library books to the house included in Sway.</i></p> <p><i>After 1 week, mail out week 2 of Home Learning Sway and more work set on Purple Mash/Mathletics.</i></p> <p><i>Work set for children listed and tracked to ensure no repetition of work in case of further absence.</i></p>
Where a family member of a child is awaiting the results of a test and the child is self-isolating as part of that family (possibly upto 14 days)	<p><i>Home learning Sway week 1 sent out by Deputy including:</i></p> <p><b>Spelling:</b> Stacks of year group specific common exception words in Sway to practise in variety of contexts.</p>	<p><i>Year groups specific Sways created and e-mailed out by Deputy on receipt of notification of absence to parents and cc class teacher.</i></p> <p><i>Send message to ask parents to notify me for further support to reduce teacher workload while cc'ing class teacher in.</i></p>

	<p><b>Reading comprehension:</b> set (age appropriate) on Purple Mash by Deputy along with Quiz and associated tasks.</p> <p><b>Literacy:</b> daily writing Sway activity from UL/Oak Academy continuity work embedded into the Home Learning Sway.</p> <p><b>Maths:</b> Set age-appropriate tasks on Mathletics related to the learning.</p> <p><b>Packs of Reasoning</b> offered to parents who prefer and/or have poor internet connectivity.</p>	<p>Offer to drop books to the house included in Sway.</p> <p>After 1 week, mail out week 2 of Home Learning Sway and set more work on Purple Mash/Mathletics.</p> <p><b>Welfare call week 2</b></p>
<p>Where a child is in quarantine following a holiday</p>	<p>Home learning Sway week 1 sent out by Deputy including:</p> <p><b>Spelling:</b> Stacks of year group specific common exception words in Sway to practise in variety of contexts.</p> <p><b>Reading comprehension:</b> set (age appropriate) on Purple Mash by Deputy along with Quiz and associated tasks.</p> <p><b>Literacy:</b> daily writing Sway activity from UL/Oak Academy continuity work embedded into the Home Learning Sway.</p> <p><b>Maths:</b> Set age-appropriate tasks on Mathletics related to the learning.</p>	<p>Discrete Home learning planned in to stand alone ensuring class teachers, who have full timetable are not overworked</p> <p>Year groups specific Sways created and e-mailed out by Deputy on receipt of notification of absence to parents and cc class teacher.</p> <p>Offer to drop selection of library books to the house included in Sway.</p> <p><b>Distribution:</b> Parents given an option of choosing someone to collect resources or Deputy to drop off at house.</p> <p><b>Feedback:</b> Mark schemes: for the workbooks to be mailed home to support marking/feedback.</p>

	<p><b>Packs of Reasoning</b> offered to parents who prefer and/or have poor internet connectivity.</p> <p><b>Workbooks:</b> <i>Mathletics (age-specific) E-Booklet “Problem Solving” and “Operations with Number” to extend learning for the whole period the child is off.</i></p> <p><b>CGP Reading Comprehension</b> (age-group specific) to be sent home with child.</p> <p><b>Class teacher</b> to call home weekly to touch base with the child in an informal way -referring generally to work completed on Mathletics and Purple Mash summarising progress so far and enabling them to adapt work for the next week should there be a mismatch.</p>	
<p>Where a child has tested positive and is at home</p>	<p><i>Home learning Sway week 1 sent out by Deputy including:</i></p> <p><b>Spelling:</b> <i>Stacks of year group specific common exception words in Sway to practise in variety of contexts.</i></p> <p><b>Reading comprehension:</b> <i>set (age appropriate) on Purple Mash by Deputy along with Quiz and associated tasks.</i></p> <p><b>Literacy:</b> <i>daily writing Sway activity from UL/Oak Academy continuity work embedded into the Home Learning Sway.</i></p>	<p><i>Work set is designed to stand-alone in order to make it manageable for class teachers. In addition, this gives clarity of what has actually been taught to specific children in order to follow up on their return.</i></p> <p><i>Year groups specific Sways created and e-mailed out by Deputy on receipt of notification of absence to parents and cc class teacher.</i></p> <p><b>Distribution:</b> <i>Parents given an option of choosing someone to collect resources or Deputy to drop off at house.</i></p> <p><b>Feedback:</b> <i>Mark schemes: for the workbooks to be mailed home to support marking/feedback.</i></p>

	<p><b>Maths:</b> Set age-appropriate tasks on Mathletics related to the learning.</p> <p><b>Packs of Reasoning</b> offered to parents who prefer and/or have poor internet connectivity.</p> <p><b>Workbooks:</b> Mathletics (age-specific) E-Booklet “Problem Solving” and “Operations with Number” to extend learning for the whole period the child is off.</p> <p><b>CGP Reading Comprehension</b> (age-group specific) to be sent home with child.</p> <p><b>Class teacher</b> to call home weekly to touch base with the child in an informal way - referring generally to work completed on Mathletics and Purple Mash summarising progress so far and enabling them to adapt work for the next week should there be a mismatch.</p>	<p>All of the above informed by responses to Home Learning Survey - 78% of parents said that the work was pitched accurately.</p> <p>80% stated the work was the right amount set.</p>
<p>Where a family member has tested positive and the child is self-isolating as a result</p>	<p>Home learning Sway week 1 sent out by Deputy including:</p> <p><b>Spelling:</b> Stacks of year group specific common exception words in Sway to practise in variety of contexts.</p> <p><b>Reading comprehension:</b> set (age appropriate) on Purple Mash by Deputy along with Quiz and associated tasks.</p>	<p>Work set is designed to stand-alone in order to make it manageable for class teachers. In addition, this gives clarity of what has actually been taught to specific children in order to follow up on their return.</p> <p>Year groups specific Sways created and e-mailed out by Deputy on receipt of notification of absence to parents and cc class teacher.</p> <p><b>Distribution:</b> Parents given an option of choosing someone to collect resources or Deputy to drop off at house.</p>

	<p><b>Literacy:</b> daily writing Sway activity from UL/Oak Academy continuity work embedded into the Home Learning Sway.</p> <p><b>Maths:</b> Set age-appropriate tasks on Mathletics related to the learning.</p> <p><b>Packs of Reasoning</b> offered to parents who prefer and/or have poor internet connectivity.</p> <p><b>Workbooks:</b> Mathletics (age-specific) E-Booklet “Problem Solving” and “Operations with Number” to extend learning for the whole period the child is off.</p> <p><b>Class teacher</b> to call home weekly to touch base with the child in an informal way - referring generally to work completed on Mathletics and Purple Mash summarising progress so far and enabling them to adapt work for the next week should there be a mismatch.</p>	<p><b>Feedback:</b> Mark schemes: for the workbooks to be mailed home to support marking/feedback.</p> <p>All of the above informed by responses to Home Learning Survey - 78% of parents said that the work was pitched accurately.</p> <p>80% stated the work was the right amount set.</p>
<p>Where a bubble has been advised to self-isolate</p>	<p>Class teacher(s) create a Sway that continues from previous learning to include:</p> <p>Ongoing spelling rules</p> <p><b>Reading:</b> targeted CGP year group specific comprehension books sent home in addition with a quantity of reading books for independent reading.</p> <p><b>Literacy:</b> Daily units of work embedded into a Sway with a literacy focus as per normal in lesson towards a writing outcome. To include personalised teacher</p>	<p>CPD planned in to upskill all teachers in the use of recording and embedding multimedia content to SWAY.</p> <p>Exercise books sent home to accommodate any written work.</p> <p>Staff are familiar with the range of online learning available and can match content to current learning – embedding daily units into year group sway</p>

	<p><i>videoed sections and/or voice overs that support modelling/scaffolding and engage their class' learning.</i></p> <p><b>Maths:</b> <i>daily lessons set into weekly Sway with associated tasks set on Mathematics/White Rose/Power Maths that class teachers respond to.</i></p> <p><b>Wider Curriculum:</b> <i>weekly content embedded into year group Sway with achievable and engaging tasks set. If appropriate – resources will be used from Oak Academy, UI Continuity and/or Purple Mash Learning Platform.</i></p>	
<p>Where a school is temporarily closed</p>	<p><i>Class teacher(s) create a weekly Sway that continues from previous learning to include:</i></p> <p><i>Ongoing spelling rules</i></p> <p><b>Reading: comprehension</b> <i>activities set on Learning Platform - Purple Mash to address previously identified gaps. Teacher feedback moves learning on.</i></p> <p><i>Targeted CGP year group specific comprehension books sent home in addition with a quantity of reading books for independent reading.</i></p> <p><b>Literacy:</b> <i>Daily units of work (UI Continuity/Oak Academy) embedded into a Sway with a literacy focus as per normal in lesson towards a writing outcome. To include personalised teacher videoed sections and/or</i></p>	<p><i>Work to be marked on learning platforms and formative comments given to children to move learning on.</i></p> <p><i>Written outcomes to be mailed to class teacher for feedback</i></p> <p><i>Weekly whole class TEAMS meets set up so teacher relationship is maintained.</i></p> <p><i>All parents have teachers e-mails which they will respond to in normal working hours.</i></p> <p><i>Communication to include offer of printed workbooks if prefer over online content and reading material.</i></p> <p><i>Should Year 6 mail teachers directly – teachers to cc in assistant heads.</i></p>

	<p>voice overs that support modelling/scaffolding and engage their class' learning.</p> <p><b>Maths:</b> daily lessons set into weekly Sway with recall of previous day's learning, modelling new concept and worked examples videoed. Associated tasks set on Mathletics/ Power Maths or Premium White Rose that class teachers respond to.</p> <p><b>Wider Curriculum:</b> weekly content embedded into year group Sway with tasks with achievable and engaging tasks set. If appropriate – resources will be used from Oak Academy, UL Continuity and/or Purple Mash Learning Platform - marked and feedback.</p>	<p>Appropriate summative assessments used to return to school to assess gaps – PUMA/PIRA .</p> <p>Work-life balance and individual home circumstances to be taken into consideration with all the above teaching expectations.</p>
<p>Where a local lockdown closes all schools in that area</p>	<p>Class teacher(s) create a weekly Sway that continues from previous learning to include:</p> <p>Ongoing spelling rules</p> <p><b>Reading: comprehension</b> activities set on Learning Platform _ Purple Mash to address previously identified gaps.</p> <p>Teacher feedback moves learning on.</p> <p>Targeted CGP year group specific comprehension books sent home in addition with a quantity of reading books for independent reading.</p> <p><b>Literacy:</b> Daily units of work embedded into a Sway with a literacy focus as per normal in lesson towards a writing outcome. To include personalised teacher</p>	<p>Work to be marked on learning platforms and formative comments given to children to move learning on.</p> <p>Written outcomes to be mailed to class teacher for feedback</p> <p>Weekly whole class TEAMS meets set up so teacher relationship is maintained.</p> <p>All parents have teachers e-mails which they will respond to in normal working hours.</p> <p>Communication to include offer of printed workbooks if prefer over online content and reading material.</p>

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<p>Where a national local lockdown is re-imposed.</p>	<p><i>Class teacher(s) create a weekly Sway that continues from previous learning to include:</i></p> <p><i>Ongoing spelling rules</i></p> <p><b>Reading: comprehension</b> <i>activities set on Learning Platform _ Purple Mash to address previously identified gaps.</i></p>	<p><i>Work to be marked on learning platforms and formative comments given to children to move learning on.</i></p> <p><i>Written outcomes to be mailed to class teacher for feedback</i></p> <p><i>Weekly class TEAMS meets set up so teacher relationship is maintained.</i></p>



	<p><i>Teacher feedback moves learning on.</i></p> <p><i>Targeted CGP year group specific comprehension books sent home in addition with a quantity of reading books for independent reading.</i></p> <p><b>Literacy:</b> <i>Daily units of work embedded into a Sway with a literacy focus as per normal in lesson towards a writing outcome. To include personalised teacher videoed sections and/or voice overs that support modelling/scaffolding and engage their class' learning.</i></p> <p><b>Maths:</b> <i>daily lessons set into weekly Sway with recall of previous day's learning, modelling new concept and worked examples videoed. Associated tasks set on Mathematics/Power maths and or through White Rose that class teachers respond to.</i></p> <p><b>Wider Curriculum:</b> <i>weekly content embedded into year group Sway with tasks with achievable and engaging tasks set. If appropriate – resources will be used from Oak Academy, UL Continuity and/or Purple Mash Learning Platform - marked and feedback</i></p>	<p><i>All parents have teachers e-mails which they will respond to in normal working hours.</i></p> <p><i>Communication to include offer of printed workbooks if prefer over online content and reading material.</i></p> <p><i>Vulnerable families continued to be tracked through weekly/bi-weekly phone calls and assistance offered as necessary.</i></p> <p><i>Engagement of learning tracked of Sways and online learning platforms/SWAYS and SLT contact those not engaging to address any issues and offer further support.</i></p> <p><i>Should Year 6 e- mail teachers directly – teachers to cc in assistant heads.</i></p> <p><i>Appropriate summative assessments used to return to school to assess gaps – PUMA/PIRA .</i></p> <p><i>Expert teachers possibly to re-join the UL cluster creating daily Sways for all subjects subject to local agreement.</i></p> <p><i>Work-life balance and individual home circumstances to be taken into consideration with all the above teaching expectations.</i></p>
<p><i>Should there be a longer period of lockdown – the school will consider the possibility of delivering some live teaching subject to evidence of impact upon children's learning and staff's capacity to accommodate this in their family life at this time.</i></p>		