
COVID-19 School Closure Contingency Plan

(for a national or localised lockdown)

Autumn 2020

Pardes House Primary
School

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Menahel: Rebbe S Roitenbarg

SCHOOL CLOSURE CONTINGENCY PLAN FOR A NATIONAL OR LOCALISED LOCKDOWN

Introduction

At Pardes House Primary School our primary aim is the safety and well-being of our staff and pupils. We recognise that a school closure will impact differently on all of us and we acknowledge that children and families will face a variety of situations and challenges. With this in mind we take all steps possible to keep school open, but have contingency plans in place should the school need to close.

The purpose of the School Closure Contingency Plan is to ensure that in the event of a whole school, individual class or year group closure, we can support our pupils and ensure minimal disruption to their Kodesh and Chol learning as best possible.

Teaching and Learning

Our aim is to keep our core purpose of teaching and learning continuing as effectively as possible. The purpose of this is to:

1. Ensure continued progress in learning;
2. Maintain sense of learning discipline for children;
3. Keep pupils minds active;
4. For pupils (and parents) to retain that important connection with teachers and Rebbes.

During a school closure each pupil will be expected to continue learning at home, based on lessons prepared by their teachers and Rebbes. We will continue to have high expectations of all pupils to complete the work set and in the learning that takes place.

KODESH – RELIGIOUS STUDIES

Home Learning – Method 1 (work packs)

- A collection point will be appointed where the boys from all classes will collect the Kodesh booklets relevant for their studies. This will be set up on a 2-week basis. The booklets are put in envelopes for each boy to come and collect at a certain time.
- Reception, Year 1, 2 and 3: The lessons will be pre-recorded by the Rebbe. Each day a link will be sent to parents by email, for them to upload. Each day a lesson will be sent from approx. 30 minutes for the boys to watch. The lessons are mostly recorded in their classes in order for them to feel as much as possible in their own classroom.
- Reception will be adding a daily phone call to revise their Kodesh reading.
- Year 4, 5 and 6: there will be 2 daily phone conference lessons every morning with a break from 30 minutes in between.
- Year 6 will receive an additional short video pre-recorded daily lesson which will be sent after the phone lessons.

Home Learning – Method 2 (via email)

- In the event that it is simply not possible to have parents coming out to collect Kodesh learning packs from the school or elsewhere, arrangements will be made to share these via email, as much as possible.

CHOL – NATIONAL CURRICULUM

Depending on the nature of the school closure and the amount of warning time beforehand that this is coming, there are two methods that we will go about this for Chol as the nature of planning, teaching and learning in Chol is vastly different to that in Kodesh:

Home Learning – Method 1 (work packs)

- A timetable of learning for each week will be shared by class teachers with parents.
- Three lessons a day will be planned by teachers. These will be based on the school's planned and sequenced curriculum so that knowledge and skills are built upon, with clarity about what's intended to be taught and practised in each subject.
- We wish to ensure that 2-week work packs are ready in advance of any lockdown but without clashing with what is still taking place in the classroom. Hence, all lessons planned for from all subjects will be standalone lessons or topics from later in the school year (albeit to be revisited in class).
- There will be a daily Maths and (at least one) English lesson and a lesson from another subject. One lesson will be planned for Fridays.
- Learning and revision of multiplication tables as well as practising spelling rules will be planned for and actively encouraged.
- Parents are encouraged to read with their children or for children to read to themselves if that is not possible.
- Lesson introduction video links will be shared with parents at the start of each week, for Monday and Tuesday, then again on Tuesday afternoon for Wednesday to Friday. These introductions will be specifically for lessons that require it.
- Learning materials will be designed, printed and prepared into work packs for each pupil before a school closure, marked as Week 1 and Week 2. Parents will be informed that while they may have their boys carry out the work as they wish, it has been structured and set as daily learning and work activities.
- Teachers will differentiate the work into 3 versions, while also bearing in mind the needs of individual pupils.
- There are two options for returning completed work to the class teacher:
 1. Bring completed work to the school every Friday between 10.00am and 12.00pm. Packs will immediately be quarantined for 72 hours, before teachers come into school on Monday afternoon to pick up their class's work. Completed work not brought back in that Friday timeframe may have delayed marking.
 2. If parents prefer not to return packs to the school, they can scan/take photos of the completed work and email to the class teacher.

- Work will be marked by teachers, outcomes recorded and simple feedback shared with pupils via email.
- Class teachers will maintain records of work received and progress and attainment made with the work set. While work will be marked and progress monitored, the school recognises that we do not know how the learning and work was done at home – by the child on their own, with support and input from a parent and sibling or how much.
- In the event of an extended lockdown and depending on the nature of it, the teachers will come into school to prepare further workpacks. These will be collected from the school by the parent class reps and then parents can collect the packs from outside the class reps homes.

Home Learning – Method 2 (via email)

* In the event that it is simply not possible to have parents coming out to collect learning packs from the school or elsewhere, arrangements will be made to share these via email, as much as possible.

- A timetable of learning for each week will be shared by class teachers with parents.
- Three lessons a day will be planned by teachers. These will be based on the school's planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity on what's being taught and practised in each subject.
- There will be a daily Maths and (at least one) English lesson and a lesson from another subject. One lesson will be planned for Fridays.
- Learning and revision of multiplication tables as well as practising spelling rules will be planned for and actively encouraged.
- Parents are encouraged to read with their children or for children to read to themselves if that is not possible.
- Lesson introduction video links will be shared with parents at the start of each week, for Monday and Tuesday, then again on Tuesday afternoon for Wednesday to Friday. These introductions will be specifically for lessons that require it.
- Learning materials and resources will be shared by class teachers with parents by email (teachers will 'bcc' parents into such emails – data protection and GDPR).
- Learning materials will be designed to require minimal use of printers at home.
- Teachers will differentiate the work into 3 versions, while also bearing in mind the needs of individual pupils.
- It is expected that work will be emailed back to the class teacher.
- Work will be marked by teachers, outcomes recorded and simple feedback shared with pupils via email.
- Class teachers will maintain records of work received and progress and attainment made with the work set. While work will be marked and progress monitored, the school recognises that we do not know how the learning and work was done at home – by the child on their own, with support and input from a parent and sibling or how much.

Special Educational Needs and EHCPs

- For children with special educational needs (SEN) we recognise that a school closure will have an impact on how Education Health and Care Plans are delivered.
- Extra attention will be given to meeting the individual needs of children and young people with SEN and their families in the event of school closure or partial school closure.
- The Inclusion Leader and Kodesh SENCo will work with teachers, Rebbes and parents in this regard.

Health and Wellbeing

- We recognise that health and wellbeing are paramount and we appreciate that the level of work that might be undertaken by a child will reflect the situation and circumstances at home. Parents should remain in contact with the class teacher, Rebbe and/or Headteacher and Menahel regarding this.
- Teacher and Rebbe wellbeing is also important. Teachers and Rebbes are not expected to respond to phone-calls, messages, emails etc outside of school hours.

Speaking to parents

- Parents will be informed again of teachers email addresses in order to be in direct contact with them. They are able to contact Rebbes through other means.
- Parents are aware and will be informed again that they will most likely only receive a response from teachers during school working hours: 8.30am – 4.15pm.
- Parent conversations with teachers and Rebbes should be based around their child and class learning and activities, not about whole-school decision-making, strategies, decisions and protocols, which are the remit of the Headteacher and Menahel.

Speaking to pupils - teachers

- Teachers will offer parents the opportunity for a 1-2-1 phone call from the teacher to their child each week.
- If a parent wishes to take the teacher up on their offer, they should arrange a mutually-convenient time for the call to take place.
- Two phone numbers (max.) should be shared with the teacher. Teachers will not call any other numbers including aunts, uncles and grandparents, searching for the pupil.
- The teacher will call pupils at the set times. If there is no answer from either number, the teacher will try again within half an hour but not again after that.
- If the teacher is unable to make contact after two rounds of attempts, they will email the parents and inform them that they have tried to do so.
- As teachers will set their phones to withhold their personal numbers or simply put '141' in front of the phone number they are calling, parents must ensure they answer calls from withheld numbers at the time they are expecting a teacher to call their child.

Speaking to pupils - Rebbes

- Rebbes will contact all boys individually on a 2-week basis. Boys who are in extra need of attention will be contacted every second day by the Kodesh support staff. This will only start if we have a longer period of time out of school.

Speaking to pupils – Learning Support Assistants

- Pupils with an Education Health Care Plan will be called by their Learning Support Assistant (LSA) on a regular basis during a school closure.
- As LSAs will set their phones to withhold their personal numbers or simply put '141' in front of the phone number they are calling, parents must please answer calls from withheld numbers during this time.

Use of technologies to aid learning

- It is the ethos of our school to not have children actively engage with web-based software at home.
- This includes the use of online video lessons through platforms such as Zoom, nor encouraging children to carry out research online.

Additional comments regarding Zoom:

- Online lessons are not desirable as the main tool for primary children, as the teacher-pupil interaction is not easily replicated in this way. The bulk of tasks should be flexible lists of activities that can be chosen by pupils and families to do at convenient times.
- Does not replace a teacher and is not as easy as simply placing the child in front of a screen and leaving them to it.
- Is time-bound, which creates issues when there are other children in the home that require access to computers and/or screens. Not all pupils will be able to access the lessons when they are live and will therefore lose out on that interaction and instruction.
- Can easily cause havoc with children messing around with screens, cameras, locations, pulling faces, messaging each other, changing their names etc.
- Not desirable for children to spend even more time sat in front of a screen – it can have a detrimental effect on their sleep, concentration and wellbeing.
- Safeguarding concerns – access to teacher and pupil homes.
- Is not approved by the National Education Union as a tool for teaching.

Pre-recorded lesson introductions – National Curriculum:

- Will be used as our alternative to live lessons.
- Allows the teacher to explain key ideas and methods, modelling writing, maths, drawing and so on.
- Can also be paused where necessary and watched at a time that suits the pupil and their family.

Pre-recorded story time for Reception and Key Stage 1:

- Teachers will pre-record a short story for their pupils once a week, with the link sent to parents together with the daily lesson links at the beginning of the week.

Weekly class newsletters

- Teachers will continue to prepare these on a weekly basis, emailing them to the Headteacher by 10.00am on Monday mornings.
- The Headteacher will then email these to class parents via the 'Teachers2Parents' platform.

Other school communication

- The school will continue to communicate with parents via the 'Teachers2Parents' text and email system.
- Parents should watch out for and pay attention to school texts and emails as they will contain important information and sometimes attachments.

Weekly school assemblies

- These will continue to be pre-recorded by the Headteacher. Assemblies will be subject/interest-based or based around current and historical events of both a local, national and international nature.
- Teachers will share the names of their 'Pupils of the Week' with the Headteacher by Thursday lunchtime that week so they can be announced during the assembly.
- Assemblies will be uploaded online and links shared with all parents by email.

Kodesh assemblies

- These will be pre-recorded every two weeks by the Menahel, with the links shared with parents by email.

Senior Leadership

- All members of the Senior Leadership Team are available to help teachers, provide support and offer advice.
- This particularly applies to the Headteacher, Menahel, Deputy Head and Inclusion Leader, none of whom are class-based.

Development and Dissemination

- The Headteacher and Menahel were responsible for the development of this Contingency Plan. It was then discussed in Key Stage Meetings with teachers, followed by further discussion with the Governing Body of the school and then with the parent class reps.
- This document has been shared with all staff, governors and parents and is available on request by outside bodies such as the Local Authority, Department for Education or Ofsted.