Contingency plan for education at Holywell during a Coronavirus outbreak, school closure or lockdown

Inc. Remote Learning Education plans

Please note: this plan has been created in line with the latest government advice regarding contingency planning as set out in the DfE's 'Contingency framework: education and childcare settings' and 'Schools COVID-19 operational guidance' documents. The government has made it a national priority that education and childcare settings should continue to stay open as much as possible during the coronavirus (COVID-19) pandemic. Any restrictions on education would only be as a last resort and should only be initiated following a ministerial decision on a case-by-case basis.

We have used the term 'contingency plan' – this is the same as an 'outbreak management plan'.

Where possible, Holywell School will remain open to all schools, unless we are instructed otherwise by the UK Government (through the Department of Education and/or Public Health England).

This contingency plan outlines how we will operate if further restrictions are implemented. It builds on the Contingency Plan in place at the height of the pandemic where the national 'Contain Framework' with 4 tiers of action were required. The school will work closely with the local health protection team (HPT) and implement provisions as advised by the team.

This is a live document that will be reviewed by the headteacher, in conjunction with other key stakeholders, as and when the situation develops.

Restrictions to attendance
The government has advised that all schools should continue to operate as normal and that all students should attend school unless required to self-isolate.

The contingency framework is designed to act as a containment measure where:
- There is extremely high prevalence of coronavirus.
- Other measures have already been implemented.
- There is a need to minimise the impact from a new coronavirus variant and/or this is part of a package of measures responding to a variant of concern (VoC) or to the extremely high prevalence of COVID-19 in the community
- To help manage a COVID-19 outbreak within school
- To prevent unsustainable pressure on the NHS

Restrictive attendance measures will only be implemented as a short-term measure or a last resort initiated following a ministerial decision, in consultation with school governors, the Diocese, the local Public Health and Education teams, the UK Health Security Agency (UKHSA) or for one of the following reasons:
- where other recommended measures have not broken chains of in-setting transmission
- to suppress or manage a dangerous variant and to prevent unsustainable pressure on the NHS

Where restrictions to attendance are implemented following government advice, they will be kept to a minimum, allowing for the maximum number of students to attend education; however, in all circumstances, priority will be given to vulnerable students and the children of critical workers to attend full time.

Roles and responsibilities

Local authorities, DsPH and HPTs are responsible for managing localised outbreaks. They play an important role in providing support and advice to education and childcare settings.

Local authorities, DsPH and HPTs can work with their regional partnership teams (RPTs) to escalate issues from the local level into the central local action committee command structure. RPTs support local areas in managing outbreaks and provide advice and insights from across the country to the Chief Medical Officer and the Secretary of State for Health and Social Care to inform decision making.

Through the local action committee command structure, ministers consider and take decisions on measures on an area-by-area basis in light of all available evidence, public health advice and the local and national context.

In rare circumstances, it may be necessary to escalate issues to ministers through other central government committees (for example incident management teams), but this should be by exception only.

As part of their outbreak management responsibilities, LAs, Directors of Public Health, and HPTs may advise individual settings or a cluster of closely linked settings to limit attendance in one of the ways described in this section.

Where LAs judge that wider containment action is needed and wish to limit attendance within an area, they will work with their Regional Partnership Team to escalate a proposal to the central Local Action Committee command structure.

The Headteacher, in consultation with the Board of Governors and the Senior Leadership Team, will make school-based decisions working in partnership with the local Pubic Health and Education Teams.

As a Middle School, we will adopt a reasonable approach to attendance which reflects the restrictions implemented in both primary and secondary schools in our area. Staff and parents will be informed about student attendance as soon as the exact nature of any local restrictions is known.

Infection prevention and control

The school's Infection Control procedure as detailed in the Whole-school Covid-19 Risk Assessment will continue to be adhered to – ie. any member of the school community who displays symptoms of coronavirus will be required to self-isolate and encouraged to get a confirmatory polymerase chain reaction (PCR) test.

KS3 students and staff are being provided with rapid-result lateral flow device (LFD) testing kits as part of our asymptomatic testing programme. This will continue indefinitely in line with DfE and Government recommendations. We will encourage staff and students to increase their use of home testing if advised accordingly by the relevant authorities, e.g. Directors of Public Health.

If a student develops symptoms of coronavirus while on site, they will be taken to one of our designated isolation areas (ie. medical room and/or staff office) while they wait to be collected. If required, the student will be supervised while they await collection. If the supervising member of staff is unable to socially distance, e.g. due to the student's age or needs, they will wear PPE.

After the student has left the premises, any areas they were in will be cleaned. The student's parents will be encouraged to get their child tested with a confirmatory PCR test as soon as possible. The student will be required to self-isolate for at least 10 days – remote education will be arranged for them immediately.

If a staff member develops symptoms while on site, they will be directed to go home immediately to self-isolate and to get a PCR test. Cover arrangements will be put in place.

Any staff members who have been double vaccinated or students who have been in close contact with a symptomatic individual at school will not need to self-isolate unless they develop symptoms themselves. Staff members who have not been double-vaccinated and who are close contacts, will need to self-isolate for 10 days from the last point of contact.

If a student or staff member is admitted to hospital with coronavirus, we will contact Public Health (0207 654 8000) and the DfE helpline on 0800 046 8687 and select option 1.

When and How to seek Public Health Advice

Thresholds
The following thresholds will be used as an indication of when to seek public health advice, whichever is reached first:
- Five children, students, students or staff who are likely to have mixed closely, test positive for coronavirus within a 10-day period
- 10 percent of children, students, students or staff who are likely to have mixed closely test positive for coronavirus within a 10-day period

When a threshold is reached, we will review and reinforce the testing, hygiene and ventilation measures already in place. The school will also consider:
- Reinstating previous mitigations: face coverings in class, face coverings in communal areas, not having large gatherings (eg. assemblies), relocating activities to take place outdoors.
- Reintroducing social distancing
- Further ventilation indoors, where this would not significantly impact thermal comfort
- Limiting and/or cancelling
  - residential educational visits
  - open days
  - transition or taster days
  - parental attendance in settings
  - live performances in settings
- One-off enhanced cleaning focussing on touch points and any shared equipment (NB. enhanced and regular cleaning of high-contact touchpoints during the school day is included as part of our in-school Covid-19 management)
- Extra testing
- Moving to home-learning for cohorts of students and/or the whole school

Public Health may also advise the following additional measures:
- strengthened communications to encourage pupils and students to undertake twice weekly rapid asymptomatic home testing and reporting
- reinstating on-site rapid LFD testing in secondary schools, colleges and universities for a 2-week period to encourage uptake of twice weekly testing
- increased frequency of testing

Transport

Students and staff attending school will be encouraged to walk or cycle wherever possible and to avoid public transport. We will advise our school transport advisors if we reach a threshold and request that students wear a face covering while travelling, unless exempt in line with government guidance, e.g. due to a disability.

Transport services to and from the school will continue to operate as normal during times of local restriction where students are still attending.

Teaching and learning

If restrictions to on-site education are required, the school will offer immediate access to high-quality remote education for all students who are required to remain at home. All remote learning will be delivered in line with the school's Student Remote Learning Provision as detailed in this document. This provision is in line with the temporary continuity direction issued by the Government which makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance in school is prevented due to government guidance or law around coronavirus (COVID-19).

The Direction requires us as a school to have regard to this guidance and Ofsted inspection will consider the quality of schools' remote education in accordance with the expectations set out in this guidance.

The remote education provided should be equivalent in length to the core teaching students would receive in school and will include both recorded or live direct teaching time, and time for students to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:
- Key Stage 2: 4 hours a day
- Key Stages 3 and 4: 5 hours a day

If parents feel that we are not providing remote education of a suitable quantity and quality, they are encouraged to in the first instance raise your concerns with the class teacher, tutor or subject leader. If issues are not resolved, concerns can be referred to a member of the Senior leadership team or the headteacher. If the concerns are not resolved, parents can use the school Complaints Policy or the matter can be reported to Ofsted.

Key principles for this remote education are that we must:
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access
- recognise that younger students and some students with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching students remotely, we need to:
- set assignments so that students have meaningful and ambitious work each day in a number of different subjects

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- 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 students' understanding
- plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers
- consider expectations in relation to the students' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.
- avoid an over-reliance on long-term projects or internet research activities.

Exams and assessments

The school will remain open for any exams and assessments planned in line with current government guidance. Wherever necessary, we will implement additional mitigations to ensure the safe delivery of exams and assessments, which may include:
- Wearing face coverings in communal areas, where directed.
- Two-metre spacing between all desks, where directed.
- Additional controls for candidates who are classed as clinically extremely vulnerable. This may include measures such as seating them in a separate room to other candidates or, in exceptional circumstances, at the candidate's home.

Safeguarding

Ensuring safeguarding arrangements remain effective during periods of restricted attendance is a key priority. We will continue to ensure that:
- The best interests of students always come first.
- If anyone in the school has a safeguarding concern about a student, they act immediately.
- A DSL or deputy DSL is always available.
- Unsuitable individuals are not permitted to work with students or come into contact with students whilst on site.
- Students who remain at home are protected when they are online.

Where we need to resort to remote-learning, a trained DSL or deputy will remain on-site where possible. Where this is not possible, e.g. they are required to self-isolate, the school will ensure that the DSL or deputy is available to contact at all times.

Food provision

We will provide meal options for all students who are attending school.
We will provide FSM or food vouchers to eligible students who are not attending school, where they:
- Are self-isolating.
- Have had symptoms or have tested positive.
- Are not attending due to the implementation of local restrictions advised by the government.

Communication

The school will communicate its plan for addressing any imposed restrictions with parents, including in relation to:

- Opening arrangements.
- Access for specific targeted groups where applicable, such as certain year groups, vulnerable students and children of critical workers.
- Any reviews of the school's protective measures as part of our risk assessments.
- The arrangements for remote working.
- All relevant stakeholders will be kept up-to-date with the circumstances of any imposed restrictions and how these affect the school as the situation develops.
- If any member of the school community wishes to discuss any concerns relating to the school's provision during this period, they should contact the following as appropriate:
  - Staff – their line manager
  - Students – their class teacher or member of pastoral staff
  - Parents – the headteacher

Monitoring and review

This plan will be reviewed continually, by the headteacher, in line with guidance from the government and Public Health England (PHE).

Any changes to the plan will be communicated to all relevant stakeholders as soon as possible.

Remote education provision

Tier 1: Individual students
This is for individuals or groups of self-isolating students while the school remains open to all students. This provision is for:
- Students with Covid-19 symptoms who need to self-isolate until they get a test
- Students who have tested positive for Covid-19
- Students who are self-isolating because someone in their family has tested positive for Covid-19
- Students who are clinically unable to attend school or students who have parents who are clinically ill.

Provision
Students will be allocated to our 'Online Learning Class' on Satchel One. Work will be posted weekly for this class on 'Satchel One' and will mirror what is being done in lessons in school. There will be an overview of the week's work with a variety of materials. Subject Leaders will be responsible for providing work and uploading this onto Satchel One. Most work should be self-marking and, where there is work which requires feedback, students will be able to communicate with school via the Satchel One messaging facility. For longer term absences, class teachers may need to give feedback on key assessments and/or extended writing tasks.

Tier 2: Groups of students
This to be implemented where local restrictions are imposed and will only be adopted where it is necessary and safe to do so. Tier 2 is primarily a means of reducing risks for the wider community even further by limiting contacts and breaking transmission chains in secondary schools and will entail us adopting a rota system. In a tier 2 scenario, limiting overall numbers on-site will help to reduce the number of contacts children and young people have during a typical school day. Most importantly a rota system serves to break transmission chains, by allowing enough time at home for symptoms to present and students to self-isolate and avoid spreading the virus to others at the school. This is an important way to reduce the risk to students, families and the workforce, both in these settings and in the local area.

Our rota system will involve two year groups being in school and two year groups being at home for 2 weeks at a time. Years 5 and 6 will be one pair and Years 7 and 8 will be the alternative pairing.

Provision
Students in school will follow their normal timetable.

For students at home, students will also follow their normal timetable. Teachers will set 'classwork' on Satchel One during their normal timetabled sessions. Some lessons will be recorded and posted during the lesson, others may be delivered via Zoom.

Tier 3: Whole-school remote learning
This is to be implemented if there is a return to a full lockdown (local or national) or if staffing levels reach a critical point whereby it is unsafe for students to be in school. In this scenario, we would only provide on-site education for vulnerable students and the children of critical workers. Remote education will be provided for all other students.

Provision
Critical worker provision will be provided in school to small groups of students (maximum of 25 students per bubble).

Online provision will be provided for students. This will be prepared by subject leaders and posted on Satchel One. It will include narrated powerpoint presentations, worksheets and written tasks to be completed, tasks to be completed away from a screen and, where appropriate, 'live' lessons delivered by class teachers via Zoom.

For further details, please see **Appendix 1: Remote education provision: information for parents.**

Appendix 1: Remote education provision: information for parents

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual students are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to students at home

A student's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of students being sent home?

From the outset and for most subjects, we will offer a curriculum provision which reflects our in-school provision.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Yes – for the majority of subjects. In general, we teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects – particularly in our provision for practical subjects such as Music, PE, DT and Science as students will not have access to specialist resources at home. Lessons have been adapted so that they can be done remotely at home and so that they recreate the essence of usual teaching. Sometimes, the curriculum teaching sequence will be adjusted – eg. in Science, a Biology topic may be taught instead of a Chemistry topic due to the need for specialist equipment for chemical experiments. These units will not be omitted, simply re-scheduled.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day:

Key Stage 2	5 hours (DfE requirement = 3-4 hours)
Key Stage 3	5 hours
We have set enough work for each of the 5 lessons we would usually teach per day. Normal lessons last for 1 hour and the lesson content should take this amount of time. Some students may finish this work in less than the time allowed. If this is due to the student needing more challenging work, please let us know.	

Students working remotely at home should follow their usual timetables. Where there are 'live' lessons, these will be delivered during normal timetabled slots. Although these lessons will be recorded for safeguarding and staff training purposes, it will not be possible to share these

recordings with students who were unable to attend at the designated time. An alternative lesson will usually be available.

Accessing remote education

How will my child access any online remote education you are providing?

Students need access to a laptop or a similar device (i-pad, tablet) with access to WIFI and to the Satchel One Programme. This is a web-based programme and can be accessed at: https://www.satchelone.com/. It is the Learning Platform we use for our usual Homework provision, so students (and parents/carers) should be familiar with this interface. Log-ins and passwords for students are the same as their school log-ins and help/support with access can be found at helpit@holywellschool.co.uk. There is also the following webpage with school logins for doodle maths, kerboodle, ttrockstars, mymaths etc - http://www.holywellit.com/passwords.html.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

We have a limited number of laptops and i-pads which we can loan to students for the duration of the time they are studying remotely. For further information, please contact the school office and ask for Mrs H Donnellan.

Laptops and i-pads are initially issued to disadvantaged families and a loan agreement is put in place before the device can be collected for use.

We have a small number of SIM-cards which can provide extended internet access. If families need extended internet access and/or 4G wireless router so as to access the internet, we can apply fo support via the DfE helpline.

Where students have no access to any technology at home and, until we can provide equipment and support, students will be offered a place as part of our Critical Worker / Vulnerable Student provision in school.

How will my child be taught remotely?

We use a combination of the following approaches to teach students remotely:

- live teaching (online lessons and catch-up sessions – at least once per week for English and Maths and once every three weeks for other subjects)

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- worksheets, challenges and non-screen-based tasks

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

In line with DfE guidance and expectations, we expect all students to engage with our remote learning provision. This is not an optional offer. There is an expectation that all students keep up with the work and they will fall behind if they do not engage. It is helpful if parents can support students with the organisation of their work by:

- Providing a work space for the student
- Ensuring that the student follows their timetable and has a set routine
- Ensuring that the student does the required amount of time each day
- Ensuring that the student has access to the online work and submits work completed online so that teachers can provide feedback
- Contacting school if there are any issues
- Supporting and encouraging students

NB. We are not expecting parents to teach their children. Tasks set online will be accessible to all students and students should be able to complete these tasks without parental support – if support is required, please encourage students to use the messaging facility on Satchel One and, if students are really unsure as to what to do, please contact the class teacher for help.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

We will regularly monitor student engagement. Follow-ups will include:

- Reminders on Satchel One that work has not been completed or that live lessons have not been attended
- Pastoral follow-up calls where students have been 'absent' from a number of lessons or where no work has been submitted online
- Welfare and wellbeing calls to vulnerable students
- 1-1 sessions for families and students re: learning/wellbeing/safeguarding issues.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on student work is as follows:

- Feedback comments via Satchel One messaging facility for work submitted
- Usual feedback for assessed pieces of work (progress points, what went well observation and next steps challenge)
- Whole-class feedback during live lessons

Additional support for students with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

In general, we will encourage students with particular needs to attend our Critical Worker / Vulnerable Students School provision. We recognise that some students, for example some students with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those students in the following ways:

- Individual support which will be discussed and arranged via the SEND Team

- Differentiated work from individual staff as would normally be the case in school

- Specific work set for specific students

Remote education for self-isolating students

Where individual students need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching students both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

In general, the remote-learning provision will be the same for all students working from home. If students are self-isolating because they are ill, they will only be expected to do the work when they are well enough to do so and this may include doing a selection of work to start with. For extended periods of self-isolation outside of a lockdown scenario, we will provide a single point of staff contact who will monitor work, provide some 1-1 tuition and who will be there as a support for parents as well as students.

Appendix 2: Acceptable Use Agreement

1. I will only use Computing and Technology systems in school for school work.
2. I will only log on to the school network with my own user name and password.
3. I will follow the school's Computing security system, not reveal my passwords to anyone and change my passwords regularly.
4. I will use my school messaging facilities responsibly (e.g. Show My Homework)
5. I will make sure that all electronic communications (including school and personal messaging, personal e-mail or blog entries), are responsible and sensible. I will not intend to upset or embarrass anyone. I will not bring the school into disrepute.
6. I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
7. I will not give out any personal information such as name, phone number or address. I will not arrange to meet someone I have met online.
8. I will not take copies of photographs from the school network.
9. I will not publish photographs which compromise the reputation of the school online (eg. Inappropriate photographs when wearing school uniform or on school premises).
10. I will respect other people's work at all times. This means that I won't copy from anyone else and I won't try to delete or change their work either. I will only use my own computer and will not, in any way, interfere with a computer being used by someone else.
11. I will not deliberately look for, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher.
12. I will not download, attempt to download or install software.
13. I will not attempt to bypass the Internet filtering system.
14. I understand that my use of the Internet and mobile technology can be monitored and logged and can be made available to my teachers.
15. I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent / carer may be contacted.

Appendix 3: Online learning protocols

When using 'Zoom'

Before the meeting/lesson

1. Never give out the link or passwords to people outside of your class/group/school.
2. Make sure that you are suitably dressed and that the background is as neutral as possible.
3. Arrange for a parent/carer to be with you during the meeting/lesson.
4. Sound is often best using headphones.

Starting the meeting/lesson

5. Always log in with your full name (ie. This should be the student's first name and family name NOT the parent's name).
6. The moderator of the session (another teacher at school) will allow invited members of the group to enter the meeting/lesson.
7. Mute yourself on being allowed into the online meeting or lesson.

During the meeting

8. Usual school expectations for behaviour are expected – treat others as you wish to be treated. Comments should be relevant, kind, helpful, useful and polite. Offensive language and behaviour will not be tolerated.
9. The teacher will lead the meeting and will invite individuals to unmute and speak.

Ending the meeting

10. The teacher will end the meeting/lesson for all.

Please note that all meetings will be recorded for staff training, monitoring and safeguarding purposes. Recordings will be deleted after five school days if there are no safeguarding issues or behaviour issues which need to be addressed. Recordings are purely for staff training, monitoring and safety purposes and will not be broadcast or shared publicly.

Appendix 4: Zoom Lessons – Guidelines for students – used at the start of sessions

Please note the following guidelines:
- Never give out the link or passwords to people outside of your class/group/school.
- You will not be allowed entry unless you login with the correct full name. We need to know who we are letting into the meeting! (Details of how to change the name are below if you need to).
- You need to have your camera on (so we know it is really you we are letting in!) and keep your camera on throughout the meeting.
- Make sure that you are suitably dressed and that the background is as neutral as possible.
- Mobile phones must not be used during the meeting/lesson and screenshots, photographs or recordings of meetings/lessons must not be shared on any other platform (eg. social media such as WhatsApp or Instagram and/or email).
- If possible, arrange for a parent/carer to be with you (or around) during the meeting/lesson.
- Sound is often best using headphones.
- Please note that the meeting will be recorded and chat content saved. We don't want you getting yourselves into trouble! All meetings will be recorded for staff training, monitoring and safeguarding purposes. Recordings will be deleted after 1 month if there are no safeguarding issues or behaviour issues which need to be addressed. Recordings are purely for staff training, monitoring and safety purposes and will not be broadcast or shared publicly.
- Usual classroom behaviour and classroom expectations, please. Show respect for everyone.
- BUT MOST IMPORTANTLY REMEMBER TO HAVE FUN JOINING IN! For that you will need a PEN and PAPER.

How to change your name whilst in the Zoom Waiting Room

You will need your meeting ID and Passcode (Also found on your meeting invitation in SMH). Leave this meeting (by clicking cross in top righthand corner). You will be able to re-join. Click on the Zoom icon on your desktop. Follow the joining instructions from there, remembering to type your full name.

What if we get 'cut off'?

If there is a technical issue and the host of the meeting is cut off, the first person who entered the meeting will become the default host. Please 'end the meeting for all' and the teacher will follow this up as soon as possible.

Appendix 5: email to parents/carers of students self-isolating

Dear …

We are sorry to hear that you are having to self-isolate and hope to see you back in school soon.

To support you at home we have added you to our 'Home Learning Group' on Satchel One. This will give you access to work which is being covered in school.

How to organise your day's work at home:

1. Follow your timetable while you are home and aim to do up to an hour's work on each subject each day. The work will be highlighted in red.
2. Look at the work set for each subject. For English, Maths and Science, there is a weekly overview – work your way through the tasks in order. For other subjects have a look at the work set for the week you are at home. NB. Not all classes will be at the same point as your group, so you may need to check the work for the previous week (which will also be posted online). You may also find that you may be ahead when you return to school!
3. Do not stress or worry about deadlines / dates for submission. We have to set these as part of the Satchel One format. Just work your way through the activities.
4. If you have any questions, issues or if you just need some help with the work, please contact school@holywellschool.co.uk

Yours sincerely

Holywell School Remote Learning Support Team.

MG Simpson – Update 19th December 2021