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# COVID-19 Outbreak Management Plan

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# Contingency Plan for Remote Education

**Part A: COVID-19: outbreak management plan**

**Part B: Contingency Plan for Remote Education**

# Part A: COVID-19: outbreak management plan

*Reviewed February 2022*

## 1. Introduction

This plan is based on the [contingency framework for managing local outbreaks](#) of COVID-19 and the [schools operational guidance](#), provided by the Department for Education (DfE).

We will only implement some, or all, of the measures in this plan in response to recommendations provided by our local authority (LA), directors of public health (DsPH), UK Health Security Agency (UKHSA) health protection team or the national government.

The thresholds, detailed below, will be used as an indication for when to seek public health advice:

- A higher than previously experienced and / or rapidly increasing number of staff or pupil absences due to COVID-19 infection
- Evidence of severe disease due to COVID-19, for example if a pupil, student, child or staff member is admitted to hospital due to COVID-19
- A cluster of cases where there are concerns about the health needs of vulnerable staff or students within the affected group

## 2. Seeking public health advice

When one of the thresholds above is met, we will review the testing, hygiene and ventilation measures already in place.

We will also seek public health advice from a director of public health or health protection team. The Head Teacher, D. Ghafari, will be responsible for seeking this advice, and will do so by telephoning the DfE helpline (0800 046 8687, Option 1) or contacting Manchester Test and Trace Team on 0800 840 3858.

## 3. Testing

If recommended, we will restart the use of home testing by staff.

## 4. Other measures

Parents, carers, pupils and staff will be informed promptly about the introduction of control measures. This will be done via email once a decision has been made.

If recommended, we will limit:

- Residential educational visits

- Open days

- Transition or taster days

- Parents coming into school

- Live performances

If recommended, we will (re)introduce:

- Bubbles, to reduce mixing between groups

- Face coverings in communal areas and classrooms for staff and visitors (unless exempt)

## **5. Attendance restrictions**

Attendance restrictions will only be recommended as a last resort. If recommended, we will implement the measures in this section.

### **5.1 Eligibility to remain in school**

If restrictions are recommended, we will stay open for:

- Vulnerable pupils

- Children of critical workers

### **5.2 Education and support for pupils at home**

All other pupils will be required to stay at home and will receive remote education.

→*See Part B: Contingency Plan for Remote Education*

### **5.3 Safeguarding**

We will review our child protection policy to make sure it reflects the local restrictions and remains effective.

We will aim to have a trained designated safeguarding lead (DSL) or deputy DSL on site wherever possible.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding on site.

When vulnerable pupils are absent, we will:

- Speak to parents/carers and, where applicable, social workers and the local authority, to work out the reason for absence
- Encourage attendance
- Make sure vulnerable pupils can access appropriate education and support while at home
- Maintain contact, and check regularly that the pupil is able to access remote education provision

## **Part B: Contingency Plan for Remote Education**

### **School Closure**

At present there is no indication that our school will be requested to close and we do not intend to shut the school; however, we could be instructed to do so by the government as part of a future local – or nationwide lockdown or owing to staff – or pupil infections.

The school will not make the decision to close without careful consultation of the Health Protection Agency, Local Authority and Trustees.

In the event of school closure, parents will be informed via text message and email and this information will be also be available on the website. We have remote access to these platforms so will be able to email and text with updates but please always check the school website which will provide the most up to date information.

### **Scenario Planning**

We are planning for two different scenarios:

1. Instruction from the government to close the whole school due to a local- outbreak
2. Individuals or groups of pupils need to self-isolate, but the rest of the school is still open.

## **1. Instruction to close the whole school for a limited period**

In this scenario, class teachers and subject teachers will continue with online instruction and setting of work in line. English and Mathematics will be in the morning and foundation subjects in the afternoon to ensure pupils still receive the core teaching they would in school.

We will use the same platforms that were used during the Summer 2020 lockdown:

- Tapestry for EYFS (Nursery and Reception)
- Class Dojo for KS1 (Yr1, Yr2) and KS2 (Yr 3 – Yr 6)

Online instruction and setting of work will vary according to the age of the children.

Parents are asked to download the 'Office Lens' App to take photographs of their child/ren's work so uploads are clear.

All pupils will be asked to read **daily**.

Online resources, such as Phonics Bug, Abacus and Century (KS2) will be used.

### **EYFS**

Teachers will provide explanations of new content through teaching videos on Tapestry. Parents will feed back to teachers about their child/ren's progress via Tapestry in form of comments, photograph- and video uploads of their children engaged in activities set by the class teachers.

If a prolonged lockdown is later during the academic year, Mental Health and Wellbeing sessions will be held with Reception Class pupils.

### **KS1: Year 1 & Year 2**

Teachers will provide explanations of new content through videos on Class Dojo.

Pupils will upload completed work into their Class Dojo Portfolio by the deadline set by teachers.

Teachers will gauge how well pupils are progressing through marking and parent comments / messages. Teachers will mark pupils' work, give individual feedback and prompt pupils to make corrections where appropriate.

A weekly live meeting will be held to give feedback about work children submitted, address any misconceptions and praise pupils for their work.

If we are in a prolonged lock-down, weekly live Mental Health and Wellbeing sessions will be introduced.

### **Lower KS2: Year 3 & Year 4**

Teachers will provide explanations of new content through videos on Class Dojo.

Teachers will gauge how well pupils are progressing through marking and parent comments / messages. Teachers will mark pupils' work, give individual feedback and prompt pupils to make corrections where appropriate.

The provision will be further enhanced by weekly online meetings for feedback on submitted work.

If we are in a prolonged lock-down, live Mental Health and Wellbeing sessions will be introduced.

### **Upper KS2: Year 5 & Year 6**

There will be a live English and mathematics session every morning. Teachers will do a teaching input and then set pupils follow-up tasks to be completed in the morning.

Afternoons will be dedicated to foundation subjects – teacher input may be via Dojo, either a video upload or written instructions for a task.

If we are in a prolonged lock-down, live Mental Health and Wellbeing sessions will be introduced.

## **2. Individuals or groups of pupils need to self-isolate, but the rest of the school is still open**

In this scenario class- and subject teachers will post work for pupil/s on Class Dojo or Tapestry at the end of each day of absence. Work set will vary according to the age of the children and be – as far as possible - in line with classwork done in school on that day.

Work will be marked/commented on by teachers and feedback given.