

COVER DAY & SUPPLY · ALL GRADES

Emergency Cover Pack

What to leave for next time

Why this matters

Most teachers don't plan for unexpected absences — until they need to. Then it falls on the head, the deputy, the year partner, or the supply themselves to scramble. A pre-prepared emergency cover pack — left in a clearly-labelled folder in your classroom — solves the next absence in 30 seconds. The supply teacher walks in, finds the folder, and runs a productive day. No phone calls home from frustrated supply staff. No 'sorry, we just watched a film.' No wasted day for your class. Build this once. Update at the start of each year. Replace what gets used.

What goes in the folder

Section	Contents
1. About the class	Class list, seating plan, group names, key allergies/medical info, SEND children with brief notes, EAL children with notes, behavior keys
2. The school day	Bell times, break/lunch arrangements, where to take the class for assemblies, fire-drill route, who's on duty when
3. Today's plan (generic)	An EMERGENCY plan that works for any day. Math task, English task, topic task, PE alternative, end-of-day routine
4. Resources	Photocopied worksheets corresponding to today's plan. Enough for the whole class. Filed in order.
5. End-of-day handover	Blank handover template the supply fills in. Tells you what got done, who was tricky, who was lovely, what to follow up.



Maintaining the pack

1. AT THE START OF EACH YEAR: rebuild from scratch. Class details change. Curriculum focus changes. Routines change. 2. AT EACH HALF-TERM: check resources are still appropriate. Top up photocopies if used. 3. WHEN USED: replace immediately. Don't leave it depleted. 4. KEEP THE DIGITAL VERSION on a USB stick or shared drive. Schools sometimes need to print one fast. 5. TELL YOUR TEACHING ASSISTANT WHERE IT IS. They can guide a supply teacher straight to it. This pack costs you 90 minutes once a year. Saves the school dozens of headaches, multiple lost days of learning, and one or two awkward 'we just watched videos all day' Friday afternoons.



COVER DAY & SUPPLY · ALL GRADES

First Day as Supply

A survival guide

Before you walk in

If you've been booked the night before, do these: • **ASK THE AGENCY:** year group, school, anything they know about the class • **LOOK UP** the school's website — Ofsted/inspection report, behavior policy, ethos • **SET YOUR ALARM EARLY** — aim to arrive 30 minutes before bell • **PREPARE A TINY EMERGENCY KIT:** pens, whiteboard markers, sticky notes, your own phone-charged lanyard if you have one If you've been booked that morning — accept what is. The rest of this guide is your friend.

Your first 15 minutes in the building

<p>Sign in at the office</p> <p>Get a visitor lanyard. Confirm what year group, what classroom. Ask: where do parents drop off? Where is fire assembly? Where are toilets for staff and pupils?</p>	<p>Find the class teacher's pack</p> <p>Most schools leave one. Ask the office or whoever shows you to the room. If there isn't one, ask the year partner.</p>
<p>Walk the classroom</p> <p>Find the register, the photocopier, the toilet pass system, the class behavior chart, the class timetable. Spend 2 minutes orienting.</p>	<p>Read the class list</p> <p>Note medical flags, SEND children, EAL children. You won't remember names, but flags help you SCAN the room.</p>
<p>Set up the day</p> <p>Write the day's outline on the board. Put your name on it. Put resources where you'll need them.</p>	<p>Greet the year partner</p> <p>Find them. Introduce yourself. They are your lifeline. 'I'm new here today — anything I should particularly know?' Most are kind.</p>

The morning bell — the first 5 minutes with the children



This is the most important 5 minutes of your day. Children will test. They're entitled to. You're a stranger. 1. **STAND AT THE DOOR.** Greet each child as they come in. 'Good morning. What's your name?' This puts you in adult-mode and reduces anonymity. 2. **WHEN THEY'RE SETTLED — INTRODUCE YOURSELF.** Briefly. 'I'm Mrs/Mr [Name]. Mrs Walker is away today and I'll be teaching you.' Don't apologise. Don't over-explain. 3. **STATE EXPECTATIONS BRIEFLY.** 'I want a really good day with you. We're going to do [maths first / your reading / story]. Then break. Then [next thing]. Show me what a brilliant Year [X] looks like.' 4. **TAKE THE REGISTER.** Slowly. Use names. This is partly behavior management — children seeing you know them is grounding. 5. **START THE FIRST ACTIVITY.** Move quickly. Don't dwell on transitions. Don't let dead time develop.

Behavior management for an unfamiliar class

<p>Use names within 5 minutes</p> <p>'Sam, well done.' 'Sofia, sit down please.' Names anchor you in the room and them as individuals.</p>	<p>Don't compete with their teacher</p> <p>'Mrs Walker doesn't let us...!' 'Today we do it this way.' Don't get into 'but our teacher said...!'</p>
<p>Reward what's right early</p> <p>Catch good behavior in the first 10 minutes. 'I'm noticing this row are listening brilliantly.' Sets the tone.</p>	<p>If something is hard — stay calm</p> <p>Children testing a supply often escalate when the supply does. Quiet voice. Slow movements. Privately redirect rather than publicly battling.</p>
<p>Use the year partner</p> <p>If something is too much — a child you can't settle, behavior beyond what's reasonable — get help. Send a child to the year partner with a note. No shame in this.</p>	<p>Don't promise consequences you can't deliver</p> <p>'You'll lose Friday treat.' 'I'll tell Mrs Walker.' Maybe. Maybe not. Don't bluff. Use what you can actually do today.</p>

If there's no cover plan

Sometimes there genuinely isn't one. Don't panic. 1. **ASK THE CHILDREN.** 'What were you doing yesterday in maths?' Year 5 children can usually tell you accurately. They want learning to continue. 2. **CHECK THE TEACHER'S DESK.** Often the planning file is there. Sometimes a sticky-note plan. 3. **ASK YEAR PARTNER.** They often know what the parallel class is doing. 4. **DEFAULT TO YOUR OWN BAG.** Keep generic activities ready: a comprehension set, an arithmetic worksheet, an art lesson, a writing prompt. (See the cover lessons in this subject — designed for exactly this.) 5. **BE HONEST WITH CHILDREN:** 'I haven't got Mrs Walker's plan, so we're going to do [X]. It will count.' Don't pretend you have a plan you don't.

Through the day — sustainability



1. **EAT.** Most schools have a staff-room. Eat your lunch with adults. Don't martyr yourself in the classroom. 2. **BREATHE.** Use breaks. Walk to the office or staff-room. Don't just stay in the room. 3. **WATCH ENERGY.** Children's attention drops mid-afternoon. Plan for it — story time, movement, art rather than dense academic work. 4. **STAY KIND.** Don't let the day's frustrations land on the children. They'll have someone better tomorrow; today they have you. 5. **WRITE DOWN WHAT WORKED.** For yourself. Notes for your next supply day. Builds your repertoire fast.

End of the day — handover

Before you leave, fill in a handover note for the regular teacher (use the cover-day handover template — separate resource):

- What got done in each lesson
- Any work to be marked / collected
- Any children who need follow-up
- Anything that needs to be passed on (medical, family, behavior)
- Anything you need them to do (e.g. 'Sofia's coat is in lost property')
- A brief 'general' line about how the day went

Keep it positive in tone where possible. Specific where you can be. The teacher will read it on the morning of their return — it shapes how they pick up. Thank the office on your way out. Sign out. Rebook through the agency if you'd like to come back. Schools that find good supply teachers **KEEP THEM** — make yourself a known name.



COVER DAY & SUPPLY · ALL GRADES

Classroom Info

Cover folder template

About the class

Class name / number: _____ Year group: _____

Class teacher: _____ Teaching assistant: _____

Number of children: _____ Boys: _____ Girls: _____ Key routines worth knowing: • Toilet pass system:

_____ • Lining-up routine: _____ •

Carpet routine: _____ • Reward / behavior system:

_____ • Equipment children get themselves vs ask for: _____



Children to watch positively

Children who can help a supply teacher (mature, kind, know routines): 1.

_____ 2.

_____ 3.

_____ (These children can be your scouts — 'Sofia, can you show Mrs X where the spare pencils are?')

Children to watch carefully

Children who may find a change difficult — for whom the supply teacher should be aware: 1. Name:

_____ Brief note: _____ What

helps: _____ 2. Name: _____ Brief

note: _____ What helps:

_____ 3. Name: _____ Brief note:

_____ What helps:

_____ (Keep brief — sensitive info should not be in detail. 'Has 1:1 TA' or 'sees pastoral lead Mrs Y if upset' is enough.)



Medical / safeguarding flags

Children with medical needs: 1. Name: _____ Condition: _____ Action if needed: _____
 _____ 2. Name: _____ Condition: _____
 Action if needed: _____ Medicines location: _____
 _____ First aider on duty today: _____
 DSL on duty today: _____ (Don't write detailed safeguarding info here
 — refer the supply to the DSL if anything specific arises)

Where things live

• Register: _____ • Pencils / standard equipment: _____
 _____ • Whiteboard markers: _____ • Photocopier: _____
 _____ • Spare paper: _____
 • Children's books / exercise books: _____ • Reading scheme: _____
 _____ • School staff room: _____ •
 Toilets (staff): _____ • School office: _____

How to use this

Print 4-5 copies of the template. Fill in once, photocopy as needed. Update WHENEVER: • A child changes group/seat • A child's medical situation changes • A new child arrives • A SEND profile is updated Keep the master copy in your emergency cover pack. Tell your TA where it lives. Replace the whole sheet at start of each year.





COVER DAY & SUPPLY · ALL GRADES

End-of-Day Handover

From cover teacher to class teacher

How to use

Class teachers leave this in the cover folder. Supply teachers fill it in (5 minutes at the end of the day) and leave it on the class teacher's desk. A good handover saves the class teacher 30 minutes of detective work the morning they're back.

Day summary

Date: _____ Cover teacher: _____ Class: _____ Children present: _____ / _____ Absentees:

_____ Late arrivals:

_____ Early leavers:



What got done

MORNING: Maths: _____ English:

_____ Other:

_____ AFTERNOON: Topic /

foundation: _____ PE / arts / other:

Work to be marked

Where it is: _____ Anything specific to look for:

_____ Anything I started marking:



Children to follow up — pastoral

(Don't list every child — just the ones you'd want to know about as the regular teacher) 1. Name:

_____ What happened: _____ 2. Name: _____ What

happened: _____ 3. Name: _____ What happened:

_____ Anything you need to action: _____

Children to follow up — academic

Children who didn't finish what they should have:

_____ Children who

finished early / extension needed:

_____ Children whose work

surprised me (good or worth a chat):



Practical messages

Messages from parents / office / other staff:

_____ Lost property /
missing items: _____

Materials I used up (need replacing): _____ Resources you might
want me to leave / take next time:

How was the day overall?

(One paragraph. Honest but kind. The class teacher reads this Sunday night or Monday morning — set them up well.) _____

_____ Thank you, [Cover
teacher signature / name]



COVER DAY & SUPPLY · GRADE 1–2 / YEAR 1–2

KS1 Maths Cover Lesson

Number bonds and addition

For the cover teacher — overview

This lesson runs for about 50-60 minutes. It needs no specific resources beyond paper and pencils. The children may already know some of this — that's fine; it consolidates. STRUCTURE:

- Mental warm-up (10 mins) — counting and bonds
- Main teaching (15 mins) — addition through bonds
- Independent work (25 mins) — three differentiated tasks
- Plenary (10 mins) — share and review

Key vocabulary: bond, number bond, total, altogether, more, less, equal.

Mental warm-up (10 mins)

WHOLE-CLASS COUNTING (3 mins):

- Count together to 20, then to 30, then to 50.
- Count back from 20 to 0.
- Count in 2s to 20.

BONDS TO 10 SHOW-ME (5 mins): Children show numbers on fingers. You say a number, they show how many MORE to make 10.

- 'I say 7. You show me how many more to make 10.' (Children show 3 fingers)
- Repeat with: 4, 9, 6, 2, 8, 5, 1, 3.

FLASH-BOND (2 mins): Write a number on the board (e.g. 6). Children say its bond to 10 in unison ('FOUR!'). Repeat fast with: 8, 3, 7, 5, 9, 1.

Main teaching (15 mins)

WRITE ON THE BOARD: 'Today we're using number bonds to help us add.' DEMONSTRATE: $7 + 5 = ?$

- 'I know 7 needs 3 more to make 10.'
- 'So I split 5 into 3 and 2.'
- 'I add the 3 to make 10. Then I add the 2. That's 12.'
- 'So $7 + 5 = 12$.'

DRAW THE WORKING: $7 + 5 \wedge 3 \ 2 \ 7 + 3 = 10 \ 10 + 2 = 12$

DO TWO MORE EXAMPLES TOGETHER:

- $8 + 4$ (children come up with 'split 4 into 2 and 2')
- $6 + 7$ (children come up with 'split 7 into 4 and 3')

CHECK UNDERSTANDING — children turn and tell their partner one fact they've learned.

Independent work (25 mins) — Lower-attaining group



#	Question
1	Find the missing number: $7 + \underline{\quad} = 10$
2	Find the missing number: $4 + \underline{\quad} = 10$
3	Find the missing number: $9 + \underline{\quad} = 10$
4	Find the missing number: $6 + \underline{\quad} = 10$
5	Find the missing number: $3 + \underline{\quad} = 10$
6	What is $8 + 2$?
7	What is $5 + 5$?
8	What is $9 + 1$?
9	What is $4 + 6$?
10	What is $7 + 3$?

Independent work (25 mins) — Middle-attaining group

#	Question
1	What is $7 + 4$?
2	What is $8 + 5$?
3	What is $6 + 7$?
4	What is $9 + 4$?
5	What is $5 + 8$?
6	What is $7 + 6$?
7	I have 9 sweets. My friend gives me 4 more. How many do I have?
8	There are 8 birds in a tree. 5 more arrive. How many altogether?
9	Ben has 6 cars. Sam has 5 cars. How many cars in total?
10	What is $7 + 8$?



Independent work — Higher-attaining group (extension)

#	Question
1	What is $14 + 7$?
2	What is $16 + 5$?
3	What is $8 + 9$?
4	Write three different number sentences that equal 13
5	Write three different number sentences that equal 17
6	What is $18 + 6$?
7	Sara had 12 stickers. She got 9 more for her birthday. How many altogether?
8	There are 15 children in the playground. 8 more come outside. How many now?
9	Spot the pattern — what comes next? $6+4$, $7+5$, $8+6$, $9+7$, ___+___
10	Make up your own number-bond addition. Solve it.

Answer key

Group	Answers
Lower	1) 3 2) 6 3) 1 4) 4 5) 7 6) 10 7) 10 8) 10 9) 10 10) 10
Middle	1) 11 2) 13 3) 13 4) 13 5) 13 6) 13 7) 13 8) 13 9) 11 10) 15
Higher	1) 21 2) 21 3) 17 4) e.g. $6+7$, $5+8$, $4+9$ 5) e.g. $8+9$, $7+10$, $9+8$ 6) 24 7) 21 8) 23 9) $10+8$ 10) varies

Plenary (10 mins)

1. CHECK ANSWERS together. Children mark their own work in pencil. Don't make this stressful — celebrate effort. 2. SHARE: 'Who found a question particularly tricky? What did you do to work it out?' Children explain strategies. 3. ONE QUESTION TOGETHER. Pose: 'What is $8 + 7$?' Take suggestions. Walk through it as a class using the bond method. 4. REFLECT: 'Tell me one thing you've learned today.' 3-4 children share. 5. PACK AWAY. Books to the table monitor. Pencils



away. Ready for next lesson.



COVER DAY & SUPPLY · GRADE 3–6 / YEAR 3–6

KS2 Maths Cover Lesson

Four operations practice

For the cover teacher — overview

A 50-60 minute lesson focused on the four operations. Children practise mental and written methods with strategy talk. Works across Y3-Y6 with the differentiated levels. STRUCTURE: • Mental warm-up (10 mins) • Strategy teaching (15 mins) — efficient methods • Independent work (25 mins) — three levels • Plenary (10 mins)

Mental warm-up (10 mins)

TIMES TABLES BLITZ (4 mins): Fire questions, all children answer in chorus or on whiteboards: • 6×7 , 8×9 , 7×8 , 9×6 , 4×8 , 7×7 , 6×9 , 8×8 , 9×7 , 6×8 DOUBLES AND HALVES (3 mins): • Double: 14, 26, 35, 47, 53, 68 • Halve: 18, 24, 36, 50, 64, 84 MENTAL ARITHMETIC (3 mins): • $100 - 47$ • $36 + 28$ • 7×50 • $600 \div 4$ • $1.6 + 0.7$ • $25 + 26 + 24$

Strategy teaching (15 mins)

WRITE ON THE BOARD: 'Today: efficient strategies — the BEST way to do an arithmetic question.' DISCUSS: 'There's often more than one way. The skill is finding the BEST way for the question.' EXAMPLES: Q1: $99 + 47$ • Long way: column addition • EFFICIENT: 99 is nearly 100. Add 100, then take away 1. $47 + 100 = 147 - 1 = 146$. Q2: 5×18 • Long way: column multiplication • EFFICIENT: $5 \times 18 = 5 \times 20 - 5 \times 2 = 100 - 10 = 90$. Or double 5 to 10, halve 18 to 9: $10 \times 9 = 90$. Q3: $800 \div 25$ • Long way: long division • EFFICIENT: $800 \div 25 = 800 \div 25$. Multiply both by 4: $3200 \div 100 = 32$. DISCUSS WITH CLASS: 'Why is the efficient method better?' (Faster. Less prone to error. Builds number sense.)

Independent work — Y3 / lower-attaining



#	Question
1	$237 + 145$
2	$523 - 178$
3	What is 7×6 ?
4	What is $36 \div 4$?
5	Round 367 to the nearest 100
6	Order from smallest to largest: 245, 254, 425, 542, 524
7	What is half of 280?
8	What is 25×4 ?
9	I had 100. I spent 47. How much do I have left?
10	Find the missing number: $26 + \underline{\quad} = 100$

Independent work — Y4-5 / middle-attaining

#	Question
1	$1,243 + 678$
2	$5,000 - 2,367$
3	324×6
4	$896 \div 8$
5	What is $99 + 99 + 99$?
6	If $8 \times 7 = 56$, what is 80×7 ?
7	Round 4,567 to the nearest thousand
8	Find 25% of 240
9	A bus has 47 people. 13 get off, 19 get on. How many people now?
10	What number is halfway between 460 and 480?

Independent work — Y6 / higher-attaining



#	Question
1	$1,234 \times 7$
2	$9,856 \div 8$
3	$0.7 + 0.85$
4	Find 30% of 240
5	If 6 books cost £42, how much do 9 books cost?
6	$(7 + 3) \times 5 - 12 \div 4$
7	What's the difference between 1.27 and 0.83?
8	Sarah read $\frac{3}{8}$ of her book. The book has 240 pages. How many has she read?
9	A train leaves at 14:37 and arrives at 16:14. How long is the journey?
10	What's the next number? 1, 4, 9, 16, 25, ____ . Explain the pattern.

Answer key

Group	Answers
Y3	1) 382 2) 345 3) 42 4) 9 5) 400 6) 245,254,425,524,542 7) 140 8) 100 9) 53 10) 74
Y4-5	1) 1,921 2) 2,633 3) 1,944 4) 112 5) 297 6) 560 7) 5,000 8) 60 9) 53 10) 470
Y6	1) 8,638 2) 1,232 3) 1.55 4) 72 5) £63 6) 47 7) 0.44 8) 90 9) 1h 37min 10) 36 (square numbers)

Plenary (10 mins)

1. SELF-MARK with answer keys posted on board. Children correct in different colour. 2. STRATEGY SHARE: 'Show me how you did question [X]?' Pick 2-3 questions where multiple methods are possible. Compare strategies. 3. EXIT TICKET: One mental arithmetic question on whiteboards. 'On your whiteboard, show me $76 + 99$. Hold up.' Quick assessment. 4. PACK AWAY. Specific instruction: 'Whiteboards stacked, pencils away, books to the front of each table.'



COVER DAY & SUPPLY · GRADE 1–2 / YEAR 1–2

KS1 English Cover Lesson

Story prediction and writing

For the cover teacher

A 60-minute English lesson based around a short story (provided). Works for Year 1 and Year 2 with differentiated writing tasks. STRUCTURE: • Warm-up: word and sentence work (10 mins) • Read story together (10 mins) — pause for predictions • Discussion (10 mins) • Independent writing (20 mins) • Share and plenary (10 mins)

Warm-up (10 mins)

ALPHABET BLITZ (3 mins): Go round the class. First child says a word starting with A. Next child a word starting with B. Build pace. WRITE ON BOARDS (3 mins): 'Write a sentence about something you can see in this room. Capital letter at the start. Full stop at the end.' Share 2-3 examples. Praise correct punctuation. ADJECTIVE HUNT (4 mins): 'I'm going to read a sentence. Tell me which word is the ADJECTIVE — the describing word.' • 'The big dog ran fast.' (big) • 'I have a small, blue car.' (small / blue) • 'The hot soup smelled lovely.' (hot / lovely)

The story — read aloud, pausing for predictions

Read this story aloud. Read with expression. Pause where indicated for predictions.

■■■■■■■■■■■■■■■■■■■■ THE LOST KEY Once, in a small village by the sea, there lived a girl called Maya. Maya had a very special key. It was small and silver, and it hung on a string around her neck. Nobody knew what the key opened. Not even Maya. But her grandmother had given it to her on her seventh birthday, and had said: 'One day, you will find the door. Until then, keep it safe.' *[PAUSE — ask: 'What do you think the key might open?' Take 2-3 ideas]* One windy autumn morning, Maya walked along the cliff path. The wind was so strong that she had to hold her hat. She didn't notice the string break. She didn't notice the key fall. She didn't notice it rolling, rolling, into the long grass. When she got home, she reached for the key — and felt nothing. *[PAUSE — ask: 'How do you think Maya feels right now? What might she do?']* Maya ran back to the cliff path. She searched and searched. The grass was so long. The light was getting low. She was beginning to cry, when she heard a tiny voice. 'Looking for something?' It



herself. She was reluctant at first. The journey up the steps in the storm would be perilous, the wind pulling at the iron rails, the lamp room itself swaying. She contemplated waiting. But she knew, looking at the dimming light, that there was no time. She lit a small storm-lantern. She climbed. At the top, she found the great lens shaking on its turntable. She could feel the lighthouse moving in the gale. Far out at sea, she could see two tiny lights — the lights of a ship. She did not hesitate. She did exactly what her father had taught her in the calm of summer days. She trimmed the wick. She filled the oil reservoir. She turned the great lens. The beam steadied. The light grew strong. The little ship in the dark, two miles out at sea, saw the lighthouse, and turned away from the rocks. It was four o'clock in the morning when Millie heard the thump of boots on the lighthouse door. Her father had walked five miles in the storm to come home. He saw his daughter, twelve years old, asleep at the foot of the stairs, with the lamp above her, still burning steady and strong. He didn't say anything. He just sat down on the step and held her. Eventually, she woke, and looked at him. 'Millie,' he murmured. 'You did it.'



Class discussion (10 mins)

<p>What kind of story is this?</p> <p>Adventure? Coming-of-age? A test? Discuss why all of these fit.</p>	<p>What do we learn about Millie?</p> <p>Encourage textual evidence: 'She knew every step' (long familiarity), 'She did not hesitate' (decisiveness).</p>
<p>Why does the father not say anything at first?</p> <p>Inference question. Pride. Emotion. Relief. Awareness of what she did. Encourage multiple answers.</p>	<p>Why doesn't the writer tell us about the ships' captains?</p> <p>The story stays with Millie. Authors choose viewpoint. The drama is in HER experience.</p>

Comprehension questions — Y3-4 (lower)

#	Question (1 mark each)
1	Where had Millie grown up?
2	How many steps led to the top of the lighthouse?
3	How old was Millie when the storm came?
4	Where had her father gone that morning?
5	What time did he get home?



#	Question (1 mark each)
6	Find a word that means 'not wanting to do something' (paragraph 6).
7	Why was Millie's job lighting the lamp important?
8	What did the ship do when it saw the lighthouse beam?

Comprehension questions — Y4-5 (middle)

#	Question
1	List THREE things Millie knew about the lighthouse from growing up there. (3 marks)
2	Find and copy a phrase that suggests the storm was unusual. (1)
3	Why does the writer say 'she understood: he could not return'? What had Millie realised? (2)
4	Why was the journey up the steps 'perilous'? (2)
5	What does the phrase 'she did not hesitate' tell us about Millie? (1)
6	How do we know the lighthouse helped the ship? Quote from the text. (2)
7	Why does the writer end with the father saying 'You did it'? What is the effect? (2)

Comprehension and inference — Y5-6 (higher)

#	Question
1	How does the writer build suspense in the second half of the story? Find TWO examples and explain. (4 marks)
2	What is the effect of the writer using exact numbers? (e.g., '248 steps', 'two miles out at sea'). (2)



#	Question
3	Find evidence that Millie's father has trained her well, even though she'd never lit the lamp herself. (3)
4	Why might the writer have called the chapter 'The Lighthouse Keeper's Daughter' rather than 'Millie'? (2)
5	Look at the final paragraph. What does the father's silence tell us about his feelings? Explain in your own words. (3)
6	How is Millie at the end of the story different from Millie at the beginning? Use evidence from both sections. (4)
7	What lessons might the writer want readers to take from this story? Justify with reference to the text. (3)

Suggested answers (cover teacher reference)

Y3-4: 1) the lighthouse 2) 248 3) 12 4) the village (for supplies) 5) 4 o'clock in the morning 6) reluctant 7) so that ships did not come to harm on the rocks 8) it turned away from the rocks
 Y4-5: 1) accept any 3 from: every step of the staircase / every sound the wind made / every pattern the lamp cast / location of equipment. 2) 'the worst storm anyone could remember.' 3) That the storm was too dangerous for him to walk home. 4) Wind pulling at the iron rails / lamp room swaying. 5) That she was decisive / brave / didn't waste time. 6) Accept 'the little ship... turned away from the rocks.' 7) Effect: pride, emotion, validation. Father acknowledges what Millie has done. Y5-6: open-ended. Look for textual evidence and considered explanation. MARK GENEROUSLY for cover lessons. The aim is engagement and effort, not standardised assessment.

Plenary (5 mins)

1. SELF-MARK using suggested answers on the board. 2. EXIT QUESTION (whiteboards): 'What ONE word would you use to describe Millie?' Children show their word. Share 4-5 different words. 3. PACK AWAY.



COVER-DAY · ALL AGES

Cover Day Morning Meeting

A scripted opening that works on any class

Why a morning meeting matters on a cover day

The first 10 minutes of any cover day are decisive. Get them right and the day flows. Get them wrong and you're chasing chaos by 10am. The trouble is, supply teachers often start with 'Right, get your books out for maths.' That tone — task first, child second — sets the wrong dynamic. Children sense the unfamiliarity and start testing. A structured morning meeting fixes this. It establishes: • YOU are the adult in charge (calm, organised) • THEY are part of a team (not random individuals) • TODAY has a shape (predictability calms anxiety) It takes 10 minutes. Use it. The day that follows will be substantially smoother.

1. Register (2-3 mins) — the script



2. Weather and date (1 min)

3. Mood check (2 mins)

4. Day plan (3-4 mins)



5. The five tactical moves

What to do if the meeting goes off the rails

After the meeting — quick wins for the rest of the morning

