

Grange School

Remote Learning Contingency Plan 2020-2021



In September 2020, all our classes returned to full-time education following the Covid 19 closure in March. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a class bubble, or indeed the whole school, will need to self-isolate for a period of time. We have therefore put in place a contingency plan for remote 'home' learning so that all children can continue with their education. It is our intention during the autumn term to ensure pupils and families are equipped in order to easily transition into home learning if or when necessary throughout the school year.

Where a child/family has to self-isolate or quarantine:

- We will expect all pupils needing to self-isolate as a precautionary measure to complete all work assigned by the school.
- We will expect any pupils needing to quarantine following travel to a foreign country to complete all work assigned by the school. Parents have been informed that any foreign travel carries a risk at the present time and pupils absence for reason of travel quarantine will not be authorised.

Self-Isolation:

Where an individual pupil has to self-isolate, work will be provided for the pupil to enable them to keep up with their classmates as much as possible.

Individual teachers who are self-isolating for precautionary reasons will manage their class's learning from home. This will include setting work and leading lessons remotely, supported by a Teaching Assistant, wherever possible. If the teacher becomes ill, their partner year group teacher, with support from senior leaders, will coordinate the home and school learning.

Immediate access to resources:

- Links to useful learning support websites and resources are available on the school website. These can all be accessed easily via any internet-enabled device.

Continued Learning:

- All pupils have individual reading books which go home each Monday; where possible, additional books will be provided for the period of self-isolation.
- A pack of paper-based learning materials will be provided containing information and activities linked to the areas of the class topic being covered during the pupil's absence.
- SEND and EAL pupils will be provided with a pack of learning materials linked to their specific learning support needs.
- Learning packs will be made available within 2 days of the school being notified of the pupil's requirement for self-isolation, and should be collected within 24hrs of the school making parents aware they are ready. They must be collected by a friend or relative of the family who is not under a direction to self-isolate.

Part or Full School Closure:

In the event that there is a need for closure of a part or whole of the school, teachers and pupils will primarily use the online learning programmes and methods of feedback provided by the Google Classroom suite and Tapestry. Paper-based learning packs may be provided to individual pupils at parents request if any difficulties to online access cannot be resolved.

- Teachers who are self-isolating for precautionary reasons as part of a closure will manage their class's learning from home. This will include setting work and leading lessons remotely, supported by a Teaching Assistant where possible. If the teacher becomes ill, their partner year group teacher, with support from senior leaders, will coordinate the home learning.
- All subjects and topics which are being covered in school will continue wherever possible, with learning tasks set in-line with the curriculum that would be taught in school to maintain progress.
- Clear explanations for the learning tasks will be given and feedback will be provided through Google Classroom or Tapestry.
- Teachers will provide learning pack booklets to print off in school as necessary.
- If a Bubble is in isolation, contact will be made with parents by the Family Support Worker to check on well-being and any further needs.
- Teachers will ensure that contact is made by telephone to all parents / guardians of children who are not engaging in learning online, to ensure that they have access to learning packs to work at home.
- Non-engagement following this will be referred to a member of the leadership team. A tracking grid for engagement and participation will be maintained by the class teacher. Classroom facility.
- If there is a requirement to make provision of key workers and vulnerable children, they will follow the same learning plan as the children who are at home.

Expectations if a class Bubble closes:

We recognise that support at home will be varied and should be taken into account in the activities/work set for pupils.

KS1 - pupils should expect English, Phonics and Maths daily which staff will provide feedback on. Pupils may be directed to additional activities (such as apps/websites) in the event that work is completed quickly. Dependent on the topic activity, this may be set over a longer period of time and be more open ended; therefore topic will not be set every day.

EYFS – staff will produce a 2 week pack of basic skills which will be sent home if a class bubble needs to isolate. This will be supplemented by activities/stories which will be shared via Google Classroom or Tapestry.

Teachers will aim to make contact with the whole class (or sub groups) twice a week via Google Classroom Live. This may be for an assembly, PSHE or story time session.

Feedback:

The level of feedback provided should celebrate the child's efforts and address any misconceptions held by the pupils. Pupils should always be made aware that their work has been seen.

Submission of work:

Pupils will be expected to complete the work within 24 hours of when it is set, this is to ensure that teachers are not overloaded with the return of more than 3 pieces of work per pupil per day. Ideally, pupils will try to ensure that work is returned digitally before the end of their 'normal' school day.

Teacher workload:

This must be manageable, setting up to three pieces of work will mean a maximum of 90 pieces of work per day to be addressed. The expectation of work being completed by pupils before what would be the end of the school day, should allow ample time for feedback/recognition of work to be completed. Support staff will be expected to support teachers in providing feedback to pupils.

Late submission of work – pupils submitting work after 24 hours of it being set should not expect feedback, however this will be at the discretion of the class teacher; extenuating circumstances should be taken into account, but should still not significantly increase the workload of the teacher.

Expectations for Parents and Carers:

- Support learning at home by providing a safe space for children to focus.
- Maintain communication with school and the class teacher.
- Support children to log onto online resources.
- Inform school if paper-based learning packs are required at any stage.

- Collect paper-based learning packs from school or contact school if this is not possible.
- Ensure that learning packs are collected by an adult who is not isolating.
- Contact school if their child or household member tests positive for COVID.

Access to Electronic Devices to Support Online Learning:

All pupils accessing learning through Google Classroom will have been provided with their remote learning login details by October half term. They will have participated in introductory sessions in school and a support guide will have been sent out to parents.

Families accessing Tapestry will have received their log in details by the end of October and a support guide for parents will have been sent out.

In the event that pupils do not have the equipment at home to access their learning online they will be able to contact the school to request the use of a Chromebook or laptop. The serial number of the device will be recorded prior to it being taken home. If a child is still unable to have access to a computer/laptop and/or the internet (due to connection issues or individual home circumstances), the school will do all it can to support children and will provide paper packs of learning.

In the event of a part or whole school closure:

- Google Chromebooks have been purchased by Central Co-Operative Learning Trust on behalf of the school for loan to pupils in the event of school closure. Order of priority for these loans will be:
 - ✓ All Y2 pupils eligible for FSM
 - ✓ Any FSM pupils with no access to devices in the home
 - ✓ Any other disadvantaged pupils (not FSM) with no access to devices in the home
- Additional devices will be sourced via the Department from Education as per the school's allocation on the day of closure.

Appendix: From DfE Guidance for Full Opening, 17th Sept 2020:

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19).

Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- *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 pupils who do not have suitable online access*
- *recognise that younger pupils and some pupils 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 pupils remotely, we expect schools to:

- *set assignments so that pupils 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 pupils 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 pupils' understanding*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.