St Cleopas C of E Primary School

Live, Laugh and Learn

Contingency Plan for Remote Education

Mission Statement:

We are a distinctive, inclusive, Christian school, where everyone is welcomed and valued. We aim to nurture and develop opportunities for lifelong learning through a caring and inclusive ethos. We seek to help children to know God and find ways of relating to Him. We come together in a friendly, creative community to develop our cultural lives, spirituality and abilities through the core values of Love, Trust, Care, Respect and Joy all given and received in Jesus' name.

"..love one another. As I have loved you, so you must love one another, then everyone will know that you are my disciples".
John 13:34-35

Introduction

As lockdown restrictions are eased, we are planning for the academic year ahead. The process of welcoming back our children will be really positive, but with the threat of local restrictions being applied at any given time we are considering our approach to ' Remote Education' as part of our strategy, at home, as well as in school.

It is now important to think about what this might look like. Setting up our home learning allows for both school-based and remote learning environments to work hand in hand, helping children to learn and achieve. This will ensure that any local or national lockdowns of school premises in the future will be met with effective response.

As a key part of our Remote Education Contingency Plan we also need to continue to consider online safety. This will include appropriate pathways for children, young people and their families to report safeguarding concerns arising through work.

For clarity for staff, carers and children we have structured it into four main scenarios.

Scenario
1. In the event of an individual pupil going in self-isolation or bubble lockdown or whole school lockdown
2. In the event of a class teacher in self- isolation (well and able to work from home)
3. In the event of a class teacher being unwell and unable to deliver remote learning during full school opening
4. In the event of a class teacher being unwell and unable to deliver remote learning during a bubble closure or whole school closure

Principles behind our Remote Education Approach

- At St Cleopas, our remote education offer is a well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing regular feedback.

- 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 for example PE, music and collective worship.

- We expect that remote education (including remote teaching and independent work) will take pupils (broadly) the following number of hours each day, for KS1 pupils, 3 hours and for KS2 pupils 4 hours, in line with DfES guidance.

- For our children in EYFS, we believe 2 hours is sufficient for their age and stage of development.

- Our school uses Purple Mash and Tapestry as our digital learning platforms. Pupils who do not have access to our digital platform will be able to borrow a Geobook from school. If required, school will provide a 30GB sim card and/or a wifi router (when provided by the DfE) in order for pupils to access the internet.

- For children unable to access the digital platform we will provide paper packs, which we will make available to parents' carers on a weekly basis - either by collection or delivery, by arrangement.

Relationships	We know that strong relationships are core to our children feeling secure and engaging in learning. This is exactly the same for online learning. Interactions with trusted, important adults form the springboard for learning to happen. Teaching assistants are also able to interact, comment and post. Often they have very significant relationships with children and this will encourage them to engage.
Familiarity	Children need to use the platform regularly and be explicitly taught how to login, access work, and how to create posts as well as access material. Parents are given clear expectations and supported to access the technology remotely. There are clear pathways to ask for help, even in lockdown and requests for support are valued.
Relevance	The learning online is given context and is carefully sequenced so it makes sense to the children, builds on prior learning and links together. Staff make the links between learning explicit in the way activities are described, and in their comments and feedback they remind children of previous curriculum and learning.
Breadth	As well as core learning in English and Maths, home learning builds on the wider curriculum offer. The school website signposts children to wider platforms and content relevant and accessible to them.
Consistency	Expectations are clear to children and parents. Staff will be expected to interact during the hours of the school day. We make explicit what is available when and how to access it. The offer across the school is presented in a common way between classes and year groups so children have a consistent quality of offer and access.
Flexibility	Whilst the content, presentation and timing is consistent we recognise that children may be sharing devices, and are dependent on the routines of adults to be able to access. Content will be posted in a way that allows children access when they can and is flexible to their circumstances.
Ease	As much as possible we will minimise the need to create accounts or use multiple platforms or passwords. There is a single point of contact for support via info@stcleopas.com
Management information and Follow up equality of access	Engagement in learning is monitored qualitatively by the children's teachers. The safeguarding team will follow up families who are not accessing to make sure there are no concerns and also to understand and remove barriers to access. Our main focus will be on enabling children to access the online platform, but if paper-based solutions are necessary we will use them. Our expectation is this will be for a handful of children.
Workload	All plans will be made with staff consultation and created with workload in mind. We will make expectations clear to parents so they understand how to balance demand on their children and also on staff. Staff have accessed training on all platforms used. 2 hours work for EYFS, 3 hours work for KS1 and 4 hours of work for KS2 will be provided for children on a daily basis depending on the key stage.

Scenarios

Scenario 1 - In the event of an individual pupil going in self-isolation or bubble lockdown or whole school lockdown

Step 1: Parent/carer phones school to notify of self-isolation / waiting on a test.

Step 2: Office will ask if internet is accessible from home, if not paper copies will be arranged to send home.

Step 3: Teacher will be notified and the teacher will set work for the child at the end of the school day of the first notification, for the following school day. Step 4: Paper copy to be delivered or collected.

	Purple Mash Work to meet the needs of the individual child Tapestry to be used for EYFS	Paper (2-week package) Work to meet the needs of the individual child
Nursery	Activities to engage children for all Areas of Learning Keep communication up with families	Activities to engage children for all Areas of Learning.
Reception to Year 2	maths activity and WhiteRoseMaths English / Phonics Reading An activity chosen by the teacher for another subject Daily reading logs	Reading Book (if not already at home) maths worksheets Phonics worksheet Handwriting sheets Basic Skills
Year 3 to Year 6	maths activity and WhiteRoseMaths English / Comprehension Spelling practice An activity chosen by the teacher for another subject Daily reading logs	Reading Book (if not already at home) maths worksheets Basic Skills English worksheets
Expectations of checking work for self-isolation	The teacher will mark or provide feedback and set learning regularly via Purple Mash and Tapestry.	Teacher to phone the child's home once a week to check if learning has been suitable.
Expectations of checking work during a lockdown	During school working hours 9 to 12 / 1 to 3.	Admin Staff and SLT to phone the child's home fortnightly to check if learning has been suitable and if tasks are suitable.
Expectation of the parent/carer	We expect parents/carers to support their child's education at home. Purple Mash and Tapestry and paper activities can be accessed at any time of the day, suitable for the individual family. Additional information, resources and links can be found on the school website. The mental well-being of both parent/carer and child is of importance to the school. We know there may be difficulties and we just ask everyone to do their best in supporting the learning the school is providing. Parents will be signposted to resources and support available via the school website.	

Scenario 2 - In the event of a class teacher in self- isolation (well and able to work from home)

Children will follow their usual timetable in school. The class teacher will continue to support remote learning by setting tasks for other pupils in isolation, homework activities and the weekly planning for the rest of the class. A qualified adult will supervise the class.

Scenario 3 – In the event of a class teacher being unwell and unable to deliver remote learning during full school opening

Where teaching staff are unwell we will use TAs, other staff and supply staff to cover.

Scenario 4 - In the event of a class teacher being unwell and unable to deliver remote learning during a bubble closure or whole school closure

In event of this happening the school would hope to identify staff to support the children with their learning. This will initially involve the staff from the same Key Stage phase. If 2 teachers are unwell in the same phase, then the school would hope to identify staff to support both classes. If this could not happen, it may result in the children having limited access to teaching during the day and school would encourage parents to use the resources signposted via the website.

Roles and responsibilities

Roles and responsibilities in event of whole bubble isolation, whole school lockdown or partial opening. The tables below set out expectations of parents, children and staff. Staff may choose to interact outside the hours of 9-3pm but there is no expectation they will do so.

Teachers	When providing remote learning, teachers must be available between 9 – 3pm When providing remote learning, teachers are responsible for: • Setting work and providing feedback as described in the scenario Table • Providing links to recorded teaching either via video/audio recordings made by teachers or links to additional resources such as WhiteRose Maths, video clips, sequences to support teaching of specific subjects. • Setting long-term and short-term project work and/or internet research activities. Keeping in touch with pupils who aren't in school and their parents: • If there is a concern around the level of engagement of a pupil/s parents SLT should be notified as soon as possible • Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL
Teaching Assistants	Teaching assistants must be available between 9-3pm During the school day, teaching assistant must complete any training or tasks as directed by a member of the SLT. Teaching assistants will support the class teacher with providing feedback of pupils work and assessment.
Senior Leaders	Senior leaders are responsible for: Co-ordinating the remote learning approach across the school. Monitoring the effectiveness of remote learning. Monitoring safeguarding considerations. Remote Education Coordinator: Mr Fitzgerald and Mr Conn
Designated safeguarding lead	The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.
SENCO	Ensuring that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required. Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans. Identifying the level of support. Ensure that support from other professional services is accessible and continues.
Governors	The governing board is responsible for: Monitoring the school's approach to providing remote learning

Safeguarding

St Cleopas' approach to safeguarding children is set out in our Child Protection Policy and Online Safety policies

Key points for this document
Staff will not send private messages to children via other forms of Social Media

Safeguarding is a key priority. Parents will be signposted to online safety content on keeping their children safe regularly

Policy Agreed

Agreed by governors: October 2020; updated Spring 2021
Review date: Autumn 2023